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ABSTRACT

This curriculum is designed to help schools implement programs to prevent violence among students in grades 6-12. It is a six-session, school based curriculum intended for adolescents who are living in communities experiencing high rates of violence. It is facilitated by trained Teens on Target (TNT) members/peer educators, young people who are supervised by one or more adults trained in violence prevention. The goal of TNT is to train urban youth who are at risk of being victims or perpetrators of violent crimes, injuries, and deaths to become health advocates for violence prevention. This curriculum is founded on the principle that individuals most impacted by violence must be involved in developing the solutions to the problem. TNT members implement the curriculum in their communities and in the middle schools they attended as children; they combine public health data and their personal experiences in attempts to reach their peers. The program provides peer education on violence prevention; educates professionals on the impact of violence and strategies for change; informs the media on solutions, impact, and causes of violence; provokes policymakers to take action to prevent violence; and provides constructive role models for youth. The six sessions include: youth preventing violence; preventing gun violence; preventing gang violence; preventing family and dating violence; and the connection between alcohol, drugs, and violence. Contains a resource

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guide with brief reviews of printed, video, and electronic violence prevention materials. (SM)

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Teens on Target

Violence Prevention Curriculum

for grades 6-12

written by
Marla G. Becker, MPH and Deane Calhoun, MA
with Teens on Target youth leaders

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A Project of Youth ALIVE!

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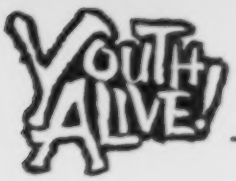

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This curriculum is dedicated to young people who have died of violence and committed to young people who will help to –

STOP THE VIOLENCE.

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Many individuals and organizations contributed to the development of the *Teens on Target Violence Prevention Curriculum.*

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Letter from Founding *Teens on Target* Members (1989)

First of all, we'd like to take time to thank you for your interest in the *Teens on Target* program. We hope that after learning more about *TNT* you will be able to start and participate in programs like ours. Such a program will help give you and teens you know a chance to play an active part in stopping the violence in their lives, in the lives of their peers, their schools, and in the community around them. Too often the role of bringing change has been given to policy makers alone who may see the need for change, but aren't close enough to the violence to know what realistically needs to be done. We, as teenagers, feel the effects of violence directly, because it has become part of our everyday lives. We who are closest to violence need to have the skills to identify the causes of violence, to come up with effective solutions to the problem and to learn how to get our solutions presented to school administrators, the media, policy makers, our community leaders, and state and national leaders.

The time is NOW. Violence is in ALL of our lives. If you live in fear of violence, you also have violence in your life.

Teens on Target is a way to let our friends and the world know that we are fed up with the violent deaths of youth. We're going to do something to stop the killings, and we're going to start where most of the kids are—in the schools.

We work in neighborhoods that are called "murder central," "ground zero," or "the killing fields." If we can do something in our own schools and urban neighborhoods to stop so many people from dying, we will give people hope to do the same in other places.

We young people are the first line of defense in the prevention of violence. The hospitals and police come in after violence has occurred. We're coming in before. You have a choice about when and how you react to the violence in your life. You can stay angry and blame others or your can let the love you have for your community lead you to take action for change. We are trying to use our love and knowledge to improve our lives. We are trying to become the experts to keep our friends, families, and ourselves alive. We are trying to become knowledgeable, and get involved in more than just our personal world.

If you want to start a program to prevent violence, and you want extra help to get your program started, *TNT* members or *TNT* staff can come and teach you what we have learned. A youth violence prevention program can start in any place: a church, a school, a YWCA or YMCA, or even someone's home. Schools give you a base to reach the most youth.

TNT is a program for youth from *all* backgrounds, *all* colors, religions, sizes, and abilities. We all work together as a team.

This is us, on paper. This Is *TNT*.

Founding Oakland *Teens on Target* members:

Emma	Mike	Dio	Marie	Jerome
Daniel	Vi	Art	Vello	Alberto
Gabe	Kimberly	Bobby	Kevin	Ebony
Triqui	Lacey	Tamu	Frank	Erika
Esther	Azure	Tre	Doyle	Skeet
Maran	Rachel	Shelby	Artie	Timeko
Misti	Viper	Dion	Tosha	Valerie
Jesse	MoMo	Bubba	Erika	Patricia
Kenny	LaTrae	LaTonya	Anthony	Cha-Shonn
Michael	Tccola	Dawn	Kinte	Toya
Sherman	BooBoo			

Note from *Teens on Target* Program Co-Founder

"We live in a society where it's been made easier for young people to find the means to destroy rather than to heal."

—Val Selivanov, M.D., testimony on assault weapons ban to the California State Legislature, Sacramento, CA, 1989

I write as an advocate for violence prevention and as a parent. I know that young people have a clear vision of how things should be. This curriculum is to help youth take the steps needed to create and build their vision. They've seen enough destruction.

It has been said that there are three kinds of power: money, knowledge, and violence. I would add a fourth: who you know. Some youth in our society feel that the only power they have is violence. As we attempt to take that feeling away through our work in Youth ALIVE! and *Teens on Target*, we want to replace it with knowledge and a network of people who can help young people make changes.

I have seen the causes of violence documented over the years in my reading of public health, youth, criminal justice, and medical literature. There are many causes for youth violence: lack of jobs and job training programs, fear and stereotyping, disrespect for youth, lack of positive role models, lack of support for public education, an increasing gap between rich and poor people, lack of access to a powerful network, uncertainty about day-to-day life, positive portrayal of violence by the media, and easy availability of drugs, guns, and alcohol. *Teens on Target* members have described the same causes. We tried to design a program that addressed each one of these issues.

The work is frustrating, sometimes. Many youth know how to blame, but have not been taught how to resolve. In 1992, after another shooting on their campus, *Teens on Target* members struggled to figure out what more they could have done to prevent it—this was a big change. They blamed themselves for not doing enough.

These students, like many young people, feel isolated from access to anyone in power who might be able to do something to improve their lives. They would like people in power to experience their lives, walk through their neighborhoods, and go to their schools. They think this would help policy makers make better decisions.

Youth feel like they are the group that everyone is willing to sacrifice. Statistics on the number of youth dying from violence in the United States supports this notion. (Nine out of ten children murdered in the industrialized world are murdered in the U.S.; most are killed with guns.) They are afraid, and they feel like victims. All of them know at least one person who has been shot. However, members of *Teens on Target*, like many youth, believe that they can be leaders in the prevention of violence.

This curriculum outlines *TNT* members' ideas for how they want to change their lives. Youth want to be leaders, not victims. This curriculum is designed to help youth build and bring their expertise into the network of those with the resources who can help them improve their lives, their schools, and their communities.

We can't wait another minute to start. Another minute is another life. At least one.

Deane Calhoun
Youth ALIVE! Executive Director
Teens on Target Co-Founder

Introduction to the *Teens on Target* Program

What Is *Teens on Target*?

> ***"TNT is a way of life. We integrate everything that we have learned from our homes, schools, street experiences—EVERYTHING—and we use it to try to stop the violence. As TNT members we are becoming more knowledgeable, and we are using our knowledge to make our own homes, schools, and communities better places to live."***
>
> —Founding *TNT* members, 1989

The *Teens on Target* Program:

- ***PROVIDES*** peer education on violence prevention in schools and in the community;
- ***EDUCATES*** professionals on the impact of violence and strategies for change that will work;
- ***INFORMS*** the media on the solutions, impact, and the causes of violence;
- ***PROVOKES*** policy makers to take action to prevent violence; and
- ***PROVIDES*** constructive role models for youth.

TNT chapters currently exist in Oakland and Los Angeles, two cities in California which are experiencing high rates of youth violence, particularly from firearms. The *TNT* program is a project of Youth ALIVE!, a statewide public health nonprofit agency dedicating to preventing youth violence and generating youth leadership in California communities. Youth ALIVE! links public health data with community strategies to prevent violence.

Program Goal

The goal of *TNT* is to train urban youth who are at-risk for being victims or perpetrators of violent crimes, injuries, and deaths to become health advocates for violence prevention. The *TNT* program gives multi-ethnic youth the skills and opportunities to speak out about the impact of violence in their lives and the need for violence prevention.

Why Teens on Target?

The criminal justice system tries to stop violence *after* it happens, but this has not worked to prevent youth violence. More attention needs to be given to the *causes* of youth violence; more effort needs to be made to erase these causes, and to involve youth in the solutions.

"We young people have been given the means to hurt and kill each other. It seems like the streets have been made safe for guns and violence, not for youth. Violence has become an expected part of our lives. We need to discuss where violence starts, so we can stop it. We need to speak out and take action before violence happens. We are the experts on preventing youth violence. There is no end to the violence if we don't start to prevent it."

—Founding *TNT* members, 1989

Teens on Target History

The *Teens on Target* program was started in 1989 as a response to the large number of youth dying from violence in the U.S. and specifically the increasing number of shootings on junior high school campuses in Oakland, California. Since 1989, over 250 young people in Oakland and Los Angeles have been trained as *TNT* members to be peer educators and advocates for preventing violence.

Who are the *Teens on Target* Members?

Each year, an average of 35 youth in Oakland and Los Angeles participate as *TNT* members. These youth facilitate violence prevention workshops at middle and high schools, juvenile detention centers, conferences, and community events. They also educate policy makers, professionals, community members, and the media on the impact of violence on youth and on effective strategies for prevention.

In Oakland, *TNT* members are recruited from the general student populations at Castlemont and Fremont High Schools in East Oakland, an area once commonly referred to as "the killing fields" due to its high violence rate. Reflecting the demographics of their neighborhoods, many of these individuals have themselves been victims or perpetrators of violence, are at risk for dropping out of school, have suffered abuse at home, and live in households receiving General Assistance (Temporary Aid for Needy Families). All *TNT* Members are youth of color (predominantly African-American and Latino) and are surrounded by violence in their communities. They display multiple risk factors associated with violence including: a lack of economic opportunities; an inadequate educational system (in 1997, the average G.P.A. at Castlemont High School was 1.12 and at Fremont High School it was 1.34—a "D" average at both of the high schools attended by Oakland *TNT* Members); easy availability of guns, drugs, and alcohol; high rates of child abuse, neglect, and domestic violence; and an insufficient number of positive peer role models.

Participation in the Oakland *TNT* program is voluntary, and all young people who successfully complete the training and meet standards set by program staff are selected to be *TNT* members. All *TNT* members receive a monthly monetary stipend. (The stipend amount increases with each additional year of participation.) *TNT* members participate in an intensive 6-week training each fall, and attend after-school *TNT* meetings 3-4 times each week throughout the school year. These meetings focus on increasing knowledge about violence-related issues, identifying solutions to prevent violence, building presentation and leadership skills, and planning advocacy activities.

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History of *Teens on Target* and How to Use this Curriculum

In Los Angeles, *TNT* members are slightly older than their Oakland counterparts—most of them are in their early to mid-20s. The *TNT* program in Los Angeles is based at Rancho Los Amigos Medical Center, a Los Angeles County rehabilitation facility. Most of the *TNT* members have become involved with *TNT* after being disabled by violence. Many of them are confined to wheelchairs as a result of spinal cord injuries and were referred to *TNT* while being treated for their injuries at the Medical Center. Most *TNT* members live in South Central Los Angeles and East Los Angeles, areas with extremely high rates of violence, and all have experienced violence in their own lives. These individuals are part-time employees of *TNT* and receive hourly wages. In addition to presenting violence prevention workshops in the schools, in juvenile detention facilities, at conferences and at community events, they also work closely with young patients who are being treated at the Medical Center for violence-related injuries and their families to help them lead a successful nonviolent lifestyle when they return home.

For many *TNT* members in both Oakland and Los Angeles, *TNT* serves as their first employment experience. Through participation in the program, they receive close supervision and mentoring from trained, caring adults (*TNT* staff members). As with any job, there are standards to uphold and responsibilities to fulfill in order to remain a paid *TNT* member. The training these young people receive through *TNT* seeks to better prepare them for securing future employment.

Biographies of *Teens on Target* Members

The following are personal histories of some of the founding *TNT* members. We hope that they will help give you a better idea of who was behind the development of *TNT*. The names have been changed to protect the confidentiality of the members.

Alejandro, Age 16:

Alejandro was raised by his mother, a nurse who was always at work, so he was often watched by other women in the neighborhood. He never spent much time alone with his father because his father didn't feel comfortable with him. His father left when he was a teenager.

He first had an awareness of problems in the world when he was jumped in the fifth grade. Older boys stole his money, his backpack, and his lunch. He realized that something wasn't right if this could happen to "a little kid."

> ***"The feeling of being discriminated against never leaves you, whether it's for color, where you live, how you talk, or who you hang out with. I feel like I haven't yet distinguished myself. I feel inferior. I'm confused. I feel like somewhere along the line I missed something, and that I could continue missing it for the rest of my life. I just realized last year that maybe, through TNT, I could do something about what I felt, both in terms of my problems and the problems of people around me."***

Jackie, Age 16:

Jackie's first home was across the street from a drug dealer. She saw the flood light turned to red when there were no drugs available, and when it was white there were drugs to be sold, and the people poured in. She worried because her brother played in the bushes around the house, and the semiautomatics were buried under these same bushes. Her family eventually moved to a slightly better neighborhood, but it turned out that their new neighbor sold drugs too.

The main reason she had for joining *TNT* was that she thought there were too many teens dying, and no one was doing anything to help.

> ***"I'm here to open minds; if I can make one person realize that it's a massacre out there and teach them that it doesn't have to happen, I feel that I've accomplished one of my main goals. Through TNT I accomplish this at every presentation, and it makes me feel better about myself and my future."***

Jerome, Age 17:

Jerome is the youngest of three boys who all live with their mother when they aren't in jail. He has been arrested twice for selling drugs. He started selling drugs when he was 14 because he wanted to have more money than just the lunch money his mom gave him.

At 17, Jerome had two children and was unsure if he would graduate from high school.

> ***"No one ever asked me to take responsibility; not my mother, not my teachers, nobody. I wish my mother had made me do my chores. I just slipped through school. I didn't learn much, I just did the minimum. I don't know if I can graduate this year. I wish somebody had told me to do it because maybe I'd be able to do something now. I'm not even fit to have custody of my kids. I feel like I have to work twice as hard now because of all the catching up I have to do."***

On probation and as a member of *TNT*, Jerome felt hope for the first time. He felt that maybe he could do something successful with his life. He said that *TNT* had saved his life, and he wanted to help save some of his friends' lives.

James, Age 17:

Until the age of 12, James grew up with his parents, sisters, and brother. His mother left his father because of his father's alcohol problems and random beatings. In spite of obtaining temporary restraining orders, his father's beatings continued. James and his siblings were often in a position of trying to defend their mother. In the process, they were often hurt as well.

James liked *TNT* because it gave him the information to help him form an opinion, and it gave him a focus for addressing some issues in his past. He liked the common experience that *TNT* members brought together to help younger people deal with what they are facing now or may face in the future.

Results for *Teens on Target* Members

"TNT didn't just change my life, it saved my life. Now I want to do the same for my friends and my community."

—LaTrae, Founding TNT member

TNT gives young people:

- A real work experience with supervision;
- Knowledge and experience to become leaders, not victims;
- A way to participate in improving the quality of their lives; and
- A way to help reduce the violence and fear in their communities.

As *TNT* members move from the role of *victim* to *advocate*, they send a powerful message that says those who are at-risk for dying from violence can take a leadership role in preventing violence.

In addition to helping prevent violence, most *TNT* members have recommitted themselves to attending school and have improved their grades. The Oakland *TNT* program is currently trying to get the school district to award academic credit for students who participate in *TNT*.

To date, over 250 young people in Oakland and Los Angeles have been trained to become advocates and peer educators in violence prevention. *Teens on Target* members have presented their ideas directly to over 30,000 young people, primarily in schools and at youth conferences. They have been invited to public hearings before city councils, school boards, members of county boards of supervisors, and the California State Legislature. *TNT* has been featured in local, state, and national newspapers and journals. *TNT* members have been guests on local, state, and national radio and television programs. *TNT* staff members have met with President Bill Clinton and discussed *TNT* services.

Awards and Recognition

Awards and recognition for the *TNT* programs has included:

- In 1996, *TNT* received the U.S. Department of Justice's first "Crime Victim Service Award" from **Attorney General Janet Reno**.
- In 1994, *TNT* was recognized by **President Bill Clinton** as one of nine programs in the country doing outstanding work in the field of youth violence prevention.
- In 1992, the Los Angeles City Council selected Los Angeles *TNT* as "the most innovative violence prevention project in Los Angeles."

TNT members are confident that their actions will make their communities, schools, and homes better places to live. *TNT* members encourage youth all over the country to participate in the prevention of violence. This *Violence Prevention Curriculum* has been put together to help *you* join the effort to stop the killing.

Curriculum Background

Introduction

The *Teens on Target Violence Prevention Curriculum* is a six-session, school-based curriculum intended for youth in grades 6-12 who are living in communities experiencing high rates of violence. It is designed to be facilitated by trained *Teens on Target* members/peer educators—young people who are high school-aged or older and who are supervised by one or more adults trained in the field of violence prevention (e.g., youth service workers, teachers).

This curriculum draws from the original *Teens on Target Training Curriculum* (a resource guide for creating peer-based youth violence prevention programs), which was written by *TNT* members in 1989, as well as from the authors' observations of classroom presentations by *TNT* members, and countless conversations and interviews with *TNT* members and program staff. The development process included extensive pilot testing by *TNT* members in Oakland, and many revisions based on observations of pilot testing and feedback from *TNT* members and program staff.

The instructional approaches used in the *Teens on Target Violence Prevention Curriculum* are based on research in behavior change and violence prevention. The curriculum is based on the premise that violence *is* preventable, and that young people can play an important role in preventing violence in their homes, in their schools, and in their communities. The curriculum focuses on identifying *solutions* and empowering youth to take action to prevent violence.

Rationale for the *Teens on Target Violence* Prevention Curriculum

Teens on Target was founded on the principle that those individuals who are most impacted by the violence must be centrally involved in developing the solutions to prevent violence. The young people who are trained as *TNT* members in Oakland and Los Angeles are surrounded by violence in their everyday lives and have committed themselves to ending this violence. These young people live in communities that have been referred to as "the killing fields," "murder central," or "ground zero." Yet these young people—through *TNT*—have become *leaders* in the fight against violence. *TNT* members implement this curriculum *in their own communities*, and often even in the middle schools that they themselves attended just a few years earlier. This curriculum was created with the intention of being implemented *by* young people *for* young people (under the close supervision of trained, caring adults). *TNT* members combine public health data with their own personal experiences, causing the curriculum's messages to resonate with young audiences in a manner that would not be achievable by most adults.

Goals and Objectives

The curriculum's goal is to provide young people with specific skills and information to help them prevent violence in their homes, in their schools, and in their communities. The curriculum addresses the four areas of violence which the young people themselves identified as the most prevalent and problematic in their communities: gun violence, gang violence, family and dating violence, and the connection between alcohol, drugs, and violence. The curriculum's objectives are to enable participants to:

1. Define each of these forms of violence;
2. Identify the causes associated with each form of violence;
3. Identify the effects of each form of violence on the community; and, most importantly,
4. Develop solutions to reduce and prevent each form of violence.

Theoretical Framework

The *Teens on Target Violence Prevention Curriculum* is primarily based on four theories: Social and Cognitive Learning Theory, the Health Belief Model, Theory of Reasoned Action/Rational Model, and Resilience-Based Prevention Theory.

Social and Cognitive Learning Theory[1] states that actions are often learned by watching others model the action and then practicing the behavior. The *Teens on Target Violence Prevention Curriculum* provides many opportunities for observation and practice through role plays and other workshop activities which engage the participation of the youth. Perhaps most importantly, *Teens on Target* members model the desired behavior (identifying alternatives to violence and actively preventing violence) through their role as peer educators.

The Health Belief Model[2] states that readiness for action stems from an individual's perception of the threat of an undesired outcome and the likelihood of being able, through personal action, to reduce that threat. In this case, the undesired outcome is violent behavior. The curriculum's skills-building approach and its focus on self-efficacy seek to increase participants' perceptions of their own abilities to prevent and reduce violent behavior in their homes, schools, and communities.

The Theory of Reasoned Action/Rational Model[3] states that behavioral intention is a strong predictor of behavior. This theory focuses on the individual evaluating the consequences of his or her behavior and his or her own attitudes as well as the attitudes of others. The curriculum's emphasis on examining the consequences of violence on the individual and the community and the series of choices an individual can make to accept, reject, or prevent violent behavior relates directly to this theory.

Resilience-Based Prevention Theory[4] focuses on creating the *protective processes* of caring relationships, high and positive expectations, and opportunities for participation and contribution that, in turn, draw forth the innate resilience in all youth to overcome obstacles (e.g., risk factors). The *Teens on Target Violence Prevention Curriculum* creates caring relationships between *Teens on Target* members and audience members, as well as between *Teens on Target* members and the adult program staff. The program sets high and positive expectations for youth. The founding principles of *Teens on Target* state that youth can be and need to be leaders in the field of youth violence prevention. Finally, the curriculum focuses on identifying multiple opportunities for youth participation and contribution in the field of youth violence prevention.

Evaluation

An evaluation of the impact of the *Teens on Target Violence Prevention Curriculum* on its audiences is scheduled to occur during the 1999-2000 school year. This evaluation will include pre- and post-test questionnaires completed by both program and comparison groups, focus groups with program participants, and focus groups/interviews with classroom teachers and school principals at participating schools. A separate evaluation of the impact of *TNT* program participation on the *TNT* Members themselves will be implemented simultaneously. The results of these evaluations will be available from Youth ALIVE! by winter 2000. For more information, please call 510-594-2588.

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[3] Mullen, P., Hersey, J., & Iverson, D. (1987). Health behavior models compared. *Social Science Medicine, 24* (11), 973-981.

[4] Werner, E., & Smith, R. (1989). *Vulnerable but invincible: A longitudinal study of resilient children and youth.* New York: Adams, Bannister, and Cox.

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How to Use This Curriculum

Curriculum Layout

The *Teens on Target Violence Prevention Curriculum* is divided into six sessions, with each session ranging in estimated delivery time of 45 minutes to 80 minutes. The goals, objectives, materials needed, preparation required, and time estimates for each activity are listed at the beginning of each session. All handouts and worksheets that need to be photocopied and distributed to participants can be found in the latter part of each session. Adult program staff should prepare all necessary materials for each session and make all necessary arrangements with the classroom teacher (listed under "Before Presentation"). Additionally, each session (with the exception of Session 5) contains a background summary on the topic as well as a fact sheet. Both of these items are intended to provide the facilitators with additional information that may assist them in answering questions on the session, and to provide them with a broader understanding of the topic. (We highly recommend that program staff review each of these items with the *TNT* members/peer educators during curriculum training and again immediately prior to curriculum implementation.) A Resource Guide, listing videos, pamphlets, web sites, and other resources which may enhance the implementation of the *Teens on Target Violence Prevention Curriculum* can be found near the conclusion of the curriculum.

Time Required for Effective Curriculum Implementation

The basic activities listed within each session are designed to be delivered within a typical class period (45 to 50 minutes). Optional activities (extending the session time to up to 80 minutes) are included for curriculum facilitation in a non-classroom setting or in a school with extended class periods. We recommend that *TNT* members/peer educators (and adult program staff) pay close attention to time estimates listed for each activity. Many of the activities and discussion topics could easily take up an entire workshop session. It is up to the facilitators (with the assistance of the adult program staff member present) to keep the group on task in order to allow time to complete all of the session's activities, and to allow ample time to stay focused on the *solutions*.

Curriculum Implementation by *TNT* Members/Peer Educators

The *Teens on Target Violence Prevention Curriculum* is intended to be delivered by *TNT* members/peer educators. These individuals should be at least high school-aged, and should participate in an intensive training in the area of violence prevention as well as in this curriculum. In Oakland and Los Angeles, the young people are required to participate in a 6-week training before becoming *TNT* members. This training is facilitated by the *TNT* Director. The young people attend a training session each day after school (five days a week for two hours each day—a total of 30 training sessions). This training provides *TNT* members with a basic knowledge of the field of violence prevention, as well as specific training on the curriculum and facilitation skills. Guest speakers are brought in to discuss each of the topic areas in depth. For more information on the *TNT* member training or to request technical assistance, please contact the *TNT* Director at Youth ALIVE! directly (510-594-2588, ext. 304).

Ideally, each presentation should be facilitated by two peer educators. These two individuals should practice co-facilitating prior to implementation. Peer educators should be afforded *multiple* opportunities to practice delivering each workshop in front of adult program staff and each other before presenting in the schools.

Role of Adult Program Staff

While this curriculum is intended to be facilitated by *TNT* members/peer educators rather than by adult program staff or classroom teachers, it is essential that adult program staff trained in the field of violence prevention provide these young people with adequate support, supervision and mentorship. In order for a peer-based program to be successful, we believe that the young people must receive *intensive* training and supervision from a trained, caring adult committed to the ideals of the program and to empowering young people and working with them to develop leadership and facilitation skills.

Adult staff members should plan and facilitate all meetings, involving the young people in this process when appropriate. An adult staff member should be present for the entirety of all workshop presentations, but should only intervene in the facilitation of the workshop when the peer educators require assistance.

Appropriate Delivery Sites, Age Groups, Group Size and Frequency

The *Teens on Target Violence Prevention Curriculum* is designed to be delivered in grades 6-12 for an intended audience of males and females between the ages of 11 to 18. However, with developmentally-appropriate modifications, it can be adapted to be delivered to slightly younger students.

Given that the curriculum is designed to be delivered within the classroom setting, it is intended for fairly large groups (25-35 participants). However, with minor modifications, the curriculum can be adapted to groups with as few as eight participants in non-school/community settings (e.g., YMCA programs, juvenile detention facilities).

Whenever possible, the curriculum should be implemented within a time period of one month or less. During pilot testing, youth were found to retain and integrate the material more effectively and were more open to building a positive relationship with the *TNT* members when at least two sessions were scheduled each week.

Curriculum Flexibility

Delivering the curriculum in its entirety will not always be feasible because of time constraints. If *TNT* members/peer educators are going to be presenting the *Teens on Target Violence Prevention Curriculum* in fewer than six sessions lasting less than 45 minutes each, we suggest that program staff conduct a needs-assessment by meeting with the classroom teacher prior to implementation in order to determine which sessions and activities to include or eliminate. We recommend eliminating whole sessions or activities rather than trying to cover all of the curriculum topics in inadequate time. Selecting key topic areas that can realistically be covered in the time available will allow time for participants to *process* the information. Additionally, we recommend that when selecting activities within a session for elimination, you not eliminate significantly from the activities and discussions related to developing *solutions*. 21

Peer educators should be instructed to use this curriculum as a *guide*, but should always be mindful that their goal is to meet the needs of their audiences. "Teachable moments" that lead temporarily away from the focus of the curriculum should be seized; then the focus should be steered back to the curriculum. Additionally, the peer educators should refer directly to the curriculum during their presentations, but should adapt the language to their own. However, in order to develop consistency in presentations and to implement a program that can be evaluated, the basic steps of each activity outlined in the curriculum should be followed as closely as possible.

Before Curriculum Implementation

Prior to implementing this curriculum in any setting, adult program staff should understand and apply school mandates regarding the teaching of the topic areas covered (particularly in the area of family and dating violence) and obtain appropriate approval. All necessary consents (school, parental/guardian, etc.) should be obtained prior to implementation.

Program staff are encouraged to meet with the classroom teachers and school principals prior to curriculum implementation. During the meeting, these individuals should be provided with an overview of the program as well as a copy of the curriculum. Any concerns they may have related to the topic of the program should be alleviated; any resources/equipment the peer educators may require should be discussed (e.g., VCR, flip chart); and any questions classroom teachers and principals may have about their role in program delivery should be answered. Classroom teachers may welcome ideas about various ways to reinforce the lessons from the *Teens on Target Violence Prevention Curriculum* after each session or after the conclusion of the program. Building alliances at the schools increases the likelihood that the *Teens on Target Violence Prevention Curriculum* will leave a lasting impression on the youth.

In the schools, a classroom teacher is typically legally required to be present during any classroom activity; this should be clarified before implementing the curriculum. In addition to being legally mandated, the presence of the classroom teacher during the *TNT* workshops is often extremely valuable to the *TNT* members. The classroom teacher should assist the *TNT* members/peer educators by enforcing the agreements and dealing with any discipline issues that may arise, and may also be of assistance in dividing the class into small groups for certain activities or selecting volunteers (particularly for Session 4, which calls for the identification of volunteers before the session begins).

Accuracy of Information

The information and statistics provided in this curriculum are current at the time of printing. However, researchers continue to produce new data and information in the field of violence prevention. Fact sheets and handouts should be updated on a regular basis. Additionally, many of the statistics provided within the curriculum are specific to Oakland or California. When implementing this curriculum in another geographical area, we recommend that program staff replace these statistics with local statistics relevant to your audience. Resources for updating statistics included in the curriculum sessions, handouts, and fact sheets are included in the curriculum's Resource Guide.

Index Cards

Each session concludes with the participants writing two things they learned that day on an index card. This is included for the benefit of the peer educators and adult program staff, and is intended to serve as an additional processing step for the youth participants. This activity should assist the peer educators and the adult program staff in determining how well the peer educators are conveying the information and how well the participants are grasping the material and achieving each session's stated objectives. During *TNT*/program meetings, program staff and *TNT* members/peer educators may find it helpful to compare these responses to the goals and objectives listed at the beginning of each session; they should be fairly similar. This activity can serve as an aspect of your program evaluation.

Videos

In order to minimize the cost of the curriculum, and because many programs already possess a large number of appropriate videos, videos are not included in the curriculum package. However, *TNT* views videos as an effective and engaging educational medium for young people, and strongly encourages the facilitators to insert video segments when appropriate. We have indicated areas where short videos may be beneficial. Please refer to the Resource Guide for a list of recommended videos. Keep in mind that it may sometimes be best to show only a short clip from a video rather than the entire segment.

Photographs

Laminated photographs of six different adolescents are enclosed in an envelope in the back of this curriculum. Peer educators should select two photographs to be associated with characters in the curriculum (one to represent Keisha in Session 2 and 1 to represent George in Session 6).

By providing extra photographs, the facilitator should be able to choose photographs of young people that they think each audience will relate to (in terms of ethnicity, style of appearance, etc.). Keep in mind that the names of the characters can be changed based on the cultural appropriateness for each audience.

Workshop Series Overview

Session 1

Introduction: Youth Preventing Violence

This workshop introduces the *Teens on Target* (*TNT*) workshop series, the concept of violence prevention, and how youth can become advocates for preventing violence. We explore the causes of violence and the concept that violence *is* preventable. We focus on the ways in which youth can (and do) help to prevent violence in their own communities by highlighting the accomplishments of *Teens on Target* members, as well as other avenues for youth to reduce violence in their homes, in their schools, on their streets, and in their communities.

Session 2

Preventing Gun Violence

This workshop defines the problem of gun violence on both a local and national level, explores the causes and effects of gun violence, and identifies solutions. We look at the reasons why people—especially youth—carry or own guns. We discuss the *myth* of protection of guns using personal experience and statistics presented by youth to youth in a way that makes the numbers real to them. We discuss the possible consequences of carrying a gun and look at strategies to feel safe *without* a gun. Role plays and other interactive exercises are used to allow students the opportunity to practice talking to their peers about the dangers of carrying a gun *and* the dangers of hanging out with friends that are known to carry guns or have "enemies" that may carry guns. Students are also divided into small groups and develop their own lists of solutions to gun violence on both a global level and on a very personal level.

Session 3

Preventing Gang Violence

This workshop defines the problem of gang violence, identifies positive alternatives to joining a gang, and identifies solutions to prevent gang violence. We discuss reasons why some youth join gangs and the peer educators help students to identify other *safe* places that youth can get this feeling of "family" and "protection" that many youth identify as major factors in joining gangs. Through role plays, students practice talking to their peers about the danger of hanging out with people who are in a gang and the *positive alternatives* to joining a gang.

Session 4

Preventing Family and Dating Violence (Part 1)

This workshop defines the problem of family and dating violence, and identifies some of the causes. We explore the *cycle* of violence in families and talk about the specific kinds of abuse that can happen in families and in dating relationships. We also look at the prevalence of violence in teen dating relationships. Through role plays and other interactive exercises, students demonstrate the relationship between power, control, and fear and how this can result in family or dating violence.

Session 5

Preventing Family and Dating Violence (Part 2)

This workshop identifies some reasons people stay in abusive relationships, as well as solutions to prevent family and dating violence. We explore the stages of abuse within a dating relationship, and, through interactive activities, students learn how to spot the warning signs of a potentially abusive partner *before* any violence takes place. We also identify community resources that provide assistance to individuals who are abusing, being abused, or know someone who is being abused or is abusing.

Session 6

The Connection Between Alcohol, Drugs, and Violence

This workshop identifies the link between alcohol and drug use and violence, some causes of drug and alcohol use, and solutions to prevent drug and alcohol-related violence. Students identify reasons why some young people use alcohol and/or drugs, and the peer educators reveal the link between alcohol and drug use and violence. We explore how using drugs or drinking alcohol makes people more likely to act violently *and* to become victims of violence. Through role plays, students practice talking to their peers about the negative effects of drug and alcohol use and the importance of seeking help.

This workshop wraps up the entire *TNT* workshop series. Students review what they learned throughout the six workshops, and conclude by developing lists in small groups of five things young people can do to prevent violence in their communities. Each student receives an award certificate for his or her participation in the workshop series.

Session 1

Introduction:
Youth Preventing Violence

Introduction: Youth Preventing Violence

Session Overview:

Goals

- Introduce the *Teens on Target* (*TNT*) workshop series.
- Introduce the concept of violence prevention.
- Provide an overview of *TNT*, highlighting accomplishments.
- Identify the causes of violence.
- Begin to identify ways for youth to become advocates to prevent violence.

Objectives

- *TNT* members will inform participants of the content of the curriculum and the format for the workshop series.
- *TNT* members will identify how they have personally worked to prevent violence.
- *TNT* members and participants will establish agreements.
- Participants will identify causes of youth violence.
- Participants will begin to identify avenues by which they can also become advocates in preventing violence.

Materials Checklist

- ❑ Flip chart or chalkboard
- ❑ Markers or chalk
- ❑ Poster: Agreements (see "Before the Presentation," page 26)
- ❑ Poster: *TNT* in the News (see "Before the Presentation," page 26)
- ❑ VCR
- ❑ Poster: Causes of Youth Violence (see "Before the Presentation," page 26)
- ❑ Index cards (one per participant)

Before the Presentation

- List standard agreements on poster board or flip chart:
  - Confidentiality
  - Respect
  - No put downs
  - 1 person talks at a time
  - Use "I" statements
- Prepare poster displaying news coverage profiling *TNT*.
- List the following causes of youth violence identified by *TNT* members on poster board or flip chart:
  1. Fear
  2. Stereotyping
  3. Lack of respect
  4. Uncertain life span
  5. Economics
  6. Lack of positive role models whom we can respect
  7. Not knowing how to reach people who can help make our lives and our communities better
  8. Living in violent communities
  9. Media
  10. Availability of drugs, alcohol, and guns
- Reserve VCR

Total Instruction Time

45 to 65 minutes

Activity	Time Needed
1. Introduction to the Program and *TNT*	15 to 20 minutes
2. Agreements	5 minutes
3. Ice Breaker	5 to 10 minutes
4. Causes of Violence	15 to 25 minutes
5. Session Wrap-Up	5 minutes

Activity 1

Introduction to the Program and *TNT*

(Time: 15 to 20 minutes)

1. **Introduce yourself** to the group. Be sure to include:
   - Name.
   - School you attend and grade in school.
   - How many years you have been a *Teens on Target* (*TNT*) member.
   - Why you joined *TNT*.
   - Your most interesting experience with *TNT*. (If you are a new *TNT* member, describe something interesting that someone else in *TNT* has done.)
2. **Introduce the program** by explaining:
   - *TNT* is a group of (*insert current number—ex: 25*) young people who attend Castlemont and Fremont High School.
   - *TNT* **members** work to prevent violence by:
     1. **Presenting workshops** at middle and high **schools** and also to **community** groups to spread the word about how young people can prevent violence.
     2. **Educating professionals** on the effects of violence and ways that we can change things to reduce violence.
     3. **Informing the media** on the solutions, impact, and the causes of violence.
     4. Provoking people in the local and state **government** to take action to prevent violence.
     5. Showing other young people **that youth can make a difference.**
   - *TNT* **was established in 1989** in response to the large number of young people dying from violence in the U.S., and specifically the growing number of shootings on junior high school campuses in Oakland, California.
   - This program will include **six workshops** on:
     1. An introduction to the program and how young people are working to prevent violence.
     2. Gun violence.
     3. Gang violence.
     4. Family and dating violence (2 workshops).
     5. Alcohol and drug use and their connection to violence.

3. **Ask the group** how many of them have heard of *TNT* or participated in a *TNT* workshop before.
4. (*If applicable*) Explain that **anyone who has participated in a *TNT* workshop before will be able to help out** by sharing what they learned last time; they will also learn some new information and participate in some new activities during these six workshops.
5. Explain that ***TNT* is a unique program** because it allows young people to work together to develop solutions for preventing violence.
    - These workshops were created by young people and adults, and we want the program to be fun—it can be more fun if everyone participates.
6. **Read** the following question asked by an original *TNT* member:

    "Why in our neighborhood can we walk to get any kind of gun, drugs, or alcohol that we want, but we have to take the bus to get school supplies?"

    - Explain that *TNT* is working to change that and to encourage other young people to join us in that effort!
7. **Briefly explain the accomplishments of *TNT:***
    - Show prepared poster **with news clippings highlighting some of *TNT*'s accomplishments and list of awards received by *TNT*.**
    - **Explain that** *TNT* members are working to make connections **with the media, politicians, and other people in power in our communities.**
    - **Briefly state that *TNT* members have** received national and local recognition **for our efforts to prevent violence.**
        — In 1996, *TNT* was recognized by President Bill Clinton as an outstanding youth violence prevention program.
        — *TNT* was the first program to receive the U.S. Department of Justice's Crime Victim Services Award from Attorney General Janet Reno.
    - Invite **participants to view the poster after class if they are interested in learning more about what *TNT* has done.**
8. **Emphasize** that youth violence prevention and *TNT* are about saving the lives of young people.

Activity 2

Agreements

(Time: 5 minutes)

1. Explain that you would like to **establish some agreements** for all of the workshops.
2. Display a prepared poster or have the following agreements listed on the chalkboard:
   - Confidentiality
   - Respect
   - No put downs
   - One person talks at a time
   - Use "I" statements
3. Ask participants to read each of the agreements and ask them what they think that agreement means.
4. Ask participants for any other suggested agreements—add them to the list.

Display these agreements at all workshop sessions

Ice Breaker*

(Time: 5-10 minutes)

1. **Ask each participant to state their name and one of the following** (choose only 1):
   - What or where you would be if you could walk through a wall and be anywhere or anything?
   - What animal you would be if you were reincarnated?
   - Your favorite ice cream flavor?
   - An animal that begins with the letter of your first name?

OR

1. **Ask participants to line up in order of their birthdays (month and day)** ***without talking or writing***. After participants have lined up, have each person say his/her birthday to see if they lined up correctly.

*The ice breakers provided here are only a few options for an effective ice breaker activity. You may choose to substitute a different ice breaker that you have found to be effective or you may choose not to include an ice breaker in the interest of time. However, the ice breaker should take ***no more than a total of 10 minutes***.

Activity 4

Causes of Violence

(Time: 15 to 25 minutes)

1. **Ask participants:** What do you think of when you hear the word "violence?" *Responses may include:*
   - Shooting
   - Fighting
   - Stabbing
   - Hitting/Slapping
   - Drive-by shootings
2. **Ask participants to stand up** if they think violence *can* be prevented. Then ask these participants to sit down.
3. **Ask participants to stand up** if they think that violence *cannot* be prevented.
   - Ask a participant who is standing up why he or she thinks that violence cannot be prevented.
   - Then ask these participants to sit down.
4. Explain that ***TNT* believes that violence *can* be prevented**, and that there are many things young people can do to prevent violence in our homes, on our streets, in our communities, and in our schools.
5. **Explain** that the first step in preventing violence is recognizing that it *can* be prevented.
   - Twenty years ago, hardly anyone wore seat belts in their cars.
   - People used to feel that they couldn't do anything to prevent deaths and injuries from car accidents. They thought that this was just a "normal" part of life.
   - A group of people worked hard to make everyone recognize that one way to prevent some of the deaths and injuries from car accidents is by wearing seat belts and by passing laws to require car manufacturers to install seat belts and air bags.
   - Now, most people wear seat belts and think of this as "normal."
   - By the end of the *TNT* workshops, we hope that everyone will understand why we believe that violence can be prevented and that we don't have to just accept violence as a "normal" part of our communities.
6. Explain that **violence must be seen as a health issue that can be prevented**, not as a police issue that responds to people after violence has occurred.
   - **Any disease that has caused so many disabilities and deaths is called an "epidemic."** *TNT* views violence as an epidemic.
   - As with any epidemic, the first step to ending it is to figure out its causes and how often it occurs.

7. **Brainstorm:** What are some causes of youth violence?
   (*Write all answers on the board/flip chart.*)
8. **Show the prepared poster/flip chart** listing causes that were identified by *TNT* members:
   1. Fear.
   2. Stereotyping.
   3. Lack of respect.
   4. Uncertain life span.
   5. Economics.
   6. Lack of positive role models whom we can respect.
   7. Not knowing how to reach people who can help make our lives and our communities better.
   8. Living in violent communities.
   9. Media.
   10. Availability of drugs, alcohol, and guns.
9. **Review each cause listed,** pointing out which of these causes were mentioned during the brainstorming and discussing any causes that were not brought up during the brainstorming.

   Fear:

   - It has reached the point where many of us fear each other.
   - When a person is threatened, he or she will react like a trapped animal and attack or run. People and animals have a "fight or flight" response, which forces us to make an immediate decision. Often, violence is used as a quick reaction to fear.
   - We need to identify the root of our fears to reduce fear. By reducing fear, we reduce violence.

   Stereotyping:

   - Violence can be related to fear in situations where stereotyping is involved.
   - We may stereotype and be afraid of people who seem different from us, so we're more likely to argue and fight with these "opponents."

   Respect:

   - We often see a lack of respect for youth *from adults*, as well as a lack of respect for adults *from youth*. Respect is a two-way street. We need to respect ourselves and each other.

- We can gain respect for ourselves if we learn to use other types of power, such as knowledge and getting to know people who make decisions about our lives.

Uncertain life span:

- "What do I want to be when I grow up? I just want to live to be an adult." (*17-year-old, Washington, D.C.*)
- A lot of us don't know if we're going to live to be adults. Many of us don't see long-term consequences for what we do and don't have long-term plans.
- Without long-term goals, we think of the present as the time to take advantage of any opportunities for fun and power. This fun is what often turns deadly.
- If we work to stop the violence in our lives, we will have a better chance of having a future and living out our dreams.

Economics:

- A lack of job training opportunities makes many of us feel that there is no way we can get good jobs. Some young people have resorted to illegal activities (e.g., drug dealing) which often result in violence.
- There is a large economic gap, but often a short geographical distance, between the rich and the poor—rich and poor neighborhoods are often right next to each other. This may lead the poor to frustration, anger, and violence.

Lack of positive role models whom we can respect:

- We often do not see many positive peer and adult role models from within our own communities. This can make us feel that there is no one to help us reach our goals.
- We often see a lot of negative role models within our own communities (e.g., people who have a lot of money from selling drugs).

Not knowing how to reach people who can help make our lives and our communities better:

- Many of us who live in low income, urban neighborhoods are often ignored by people in power or organizations that could help us make things better.
- We need to learn where to go for help and how to get into the system.
- Politicians can't help a community if they don't have support and input from the community residents.

Living in violent communities:

- When we see so much violence around us, we become used to it and accept it as normal.
- We need to recognize that we can *prevent* violence—we don't *have* to live in violent environments!

Media:

- The media helps to create our views on violence. TV, movies, music videos, and music often show violence as the way to resolve conflicts. We have become so used to violence that we think it's a normal way to respond.
- Newspapers and TV news reports exaggerate bad things that happen. Violence is reported more often than positive news. The news media creates more fear in our society and more reason for people to want to protect themselves with guns.
- **FACT:** By age 18, a child has seen 160,000 to 200,000 acts of violence on television.

Availability of drugs, alcohol, and guns:

- When it's easy to get drugs, alcohol, and guns, there are high rates of addiction and violence, and communities are destroyed.
- In our communities, it is often easier to buy a gun, drugs, or alcohol than it is to buy groceries.
- Carrying or owning a gun increases your chances of being shot or shooting someone.
- Between 65 to 75% of patients treated in emergency rooms for violent injuries have been using alcohol or drugs.

10. Emphasize that **by recognizing the causes of violence, we can begin to change and eliminate** those things that cause violence in our communities.
11. **Explain** that throughout this program, we will be looking at what young people can do to prevent violence in our schools, homes, communities, and on the streets.
    - We need to **focus on making positive changes** for our communities and on organizing our communities instead of being violent within our communities.
    - We need to be advocates **for ourselves and for positive change.**

Session Wrap-Up

(Time: 5 minutes)

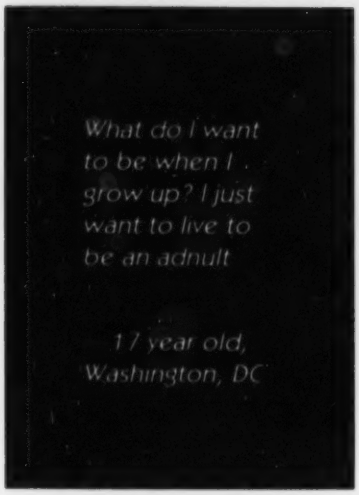
1. **Remind participants of the topics covered in today's workshop:**
   - Discussed what will be covered in the six *TNT* workshops.
   - Defined violence.
   - Discussed that violence can be prevented and how young people are working to prevent violence in our communities through programs like *TNT.*
   - Established agreements.
   - Looked at some of the causes of violence.
2. **Explain** that throughout the program we will be talking about different kinds of violence, and what young people can do to prevent each kind of violence.
3. **Explain** that by understanding the causes of violence, it helps us to develop solutions to prevent violence.
4. **Ask if anyone has any questions** about today's workshop or about the *TNT* program.
5. **Ask the participants** what they liked about today's workshop and what can be improved.
6. Explain that the **next workshop** will focus on gun violence.
7. **Distribute one index card to each participant.**
8. **Ask the participants to write down 2 things** they learned today on their index cards.
9. **Collect** all index cards.
10. **Thank the group** for their participation.

Teens on Target
Background Paper 1: Violence

Violence as a Public Health Problem

"If there was a disease responsible for over 40% of the deaths of a group of people that should be in peak physical health, and it had increased by two-thirds in four years, and we knew there was an agent that accounted for 80% of those deaths, there would be substantial public efforts to address [the problem].

Robert Froehike, "The Risky Lives of Young Black Men," Washington Post, 12/18/90



In the United States, violence has been traditionally treated as a criminal justice issue, with a focus on intervention *after* violence has occurred. However, violence is also a public health problem that can be prevented *before* it happens.[1]

The large number of violence-related deaths and injuries that occur each year in our country and the great medical costs spent on treating people with violence-related injuries make violence a serious health problem. Over 50,000 people die each year in the U.S. as a result of homicide and suicide and nearly 9 million Americans over the age of 12 years experience rape, robbery, or assault each year.[2] Any disease that causes so much suffering, disability and death would usually be called an epidemic. In most U.S. cities, violence is a chronic disease with many young people being injured by guns multiple times and returning to the emergency room before their old wounds have had time to heal.

Dealing with violence only after it occurs will not end the cycle of violence. Victims of violence who survive are treated by hospitals, and people who act violently are treated by the criminal justice system. Hospitals treat patients' physical wounds and then often return them to violent situations without any attempt to prevent a repeat visit to the hospital. Similarly, the criminal justice system does not typically address the root causes of violence; serving time in jail often worsens attitudes and situations that make people act violently.

The U.S. imprisons more people than any industrialized country in the world. If prisons worked, we would be the safest nation on earth—we're not. The U.S. has the highest homicide rate out of all the industrialized nations in the world. This is equally true for youth homicide; nine out of ten young people murdered in the world are murdered in the U.S.

Billions of dollars are spent on building more jails and hospitals each year. Not enough money is used to help prevent the violence in our lives and to make our communities better places in which to live. Paul Hawken observes that *"there is no cost difference between incarceration and an Ivy League education; the main difference is the curriculum."*

Causes of Violence

The causes of violence are multifaceted; they involve societal, community, and individual factors. Public health literature identifies root causes of violence as oppression, depressed economic conditions, availability of guns, media portrayal of violence as the "norm," presence of multiple alcohol outlets in communities, incarceration, and witnessing violent acts.[3] More immediate contributors to gun violence include substance abuse, gang membership, fighting, carrying a gun, and presence of a gun in the home.[4,5,6,7]

TNT members echo many of these causes of violence in their own words. To these youth it is apparent that fear, stereotyping, lack of respect, uncertain life-span, economics, lack of positive role models, not knowing how to reach people who can improve their communities, living in violent communities, media, and availability of drugs, alcohol, and guns all lead to violence. Thus, the public health perspective and the youths' perspective on the roots of violence differ very little.

TNT members explain, in their own words, how these 10 identified factors can lead to violence:

Fear

> ***"Nobody trusts nobody. And the new golden rule is... Do unto others before they do it to you."***
>
> —Triqui, *TNT* member

Where does fear come from? We need to identify the root of our fears in order to understand the root of violence. We need to reduce fear to reduce violence.

When we as people are attacked or threatened, we have what is called a "fight or flight" response. We may either attack or run. Often, violence is used as a quick reaction to fear.

Also, since we often have little power or control over what happens in our lives, we fear losing the little power we do have. We are scared that if we trust someone, that person will turn around and hurt us. So we do not trust each other. We do not realize that if we *trust* each other and cooperate, things could be a lot better for everyone.

Stereotyping

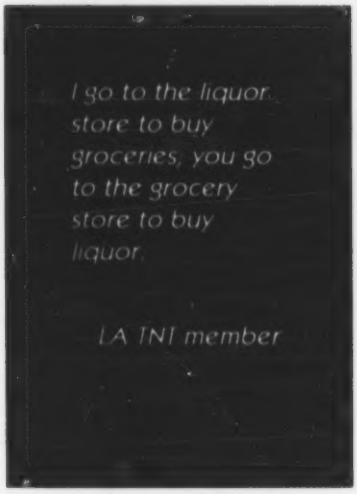
> ***"We all stereotype ourselves and other people. It's just a different form of slavery that we're doing to each other. We stereotype the color, the music, the clothes. It's putting us all into slavery again."***
>
> —Lacey, *TNT* member

We may stereotype and be afraid of people who seem different from us, so we are more likely to argue and fight with these "opponents." A lot of us feel victimized by society, parents, schools, and other authority figures. We may blame adults for not giving us enough attention or opportunities to succeed. But, we do not ask for help, because we do not think we can reach the powerful people that can really make changes happen. We stereotype them and assume that they stereotype us.

Lack of respect

"People want respect. If they can't get it, they'll take it. Respect should be treating someone the same way you want to be treated. But guns give you power and teach you how to manipulate fear. Respect is getting mixed up with fear."

—*TNT* member



It is difficult to respect ourselves when it seems like society has no respect for us, and no one shows us how to respect and love ourselves. We are seen as not being "worthy" because we do not have money or jobs as young people.

We feel that society has given us the message that no one cares. We take the power that is easiest to get—violence. We can respect ourselves if we learn to use other types of power, such as knowledge and getting to know people who make decisions about our lives.

Uncertain life-span

"What do I want to be when I grow up? I just want to live to be an adult."

—17-year-old, Washington D.C.

A lot of us do not know how long we are going to be here and whether or not we will live to be adults. Many of us do not see long-term consequences of our actions and do not have a long-term plan for our lives. Without long-term goals, we think of the present as the time to take risks, have fun, get quick success. These risks can quickly turn deadly. If we work to stop the violence in our lives, we will have a better chance of having a future and developing dreams.

Economics

"I go to the liquor store to buy groceries; you go to the grocery store to buy liquor."

—LA *TNT* member

Constant media messages imply that the only measure of success is money, clothes, cars, jewelry, alcohol, and so forth. The unfair stereotyping of poorer people creates anger, frustration, and causes may people to disrespect authority. Also, lack of job training opportunities makes many of us feel that there is no way we can get a good job.

Some teenagers and adults use illegal activities to solve their economic problems and to have access to these material measures of success. Some are lured into selling drugs in order to make money, be independent, and to experience the "glamorous" drug business as it is portrayed by the media. However, once you are arrested for selling drugs and have a permanent criminal record, no one wants to hire you. In jail, you can get your G.E.D., but you do not get any job training or make any connections for a job. It is easy to get trapped in the fast life, which can be deadly.

Lack of positive role models

> ***"A lot of us have lost hope. We see so few positive minority leaders, and so many bad role models on the street. What the people in power don't do and haven't done to us, we do to ourselves. When you are told by so many people that you'll never succeed, you start to believe it and act it out."***
>
> —*TNT* member

We often do not see many positive peer and adult role models from the community for many different reasons. Too many young men of color are killing each other before they can reach adulthood and serve as role models to the next generation. Our parents or guardians may have to work long hours, we may not have a family, our schools may lack basic resources such as books and small class sizes, our neighborhoods may not be protected by the police, we may have gangs and drug dealers in our neighborhoods, and we are all affected by the negative stereotypes of our communities in the media. This can make us feel that there is no one to help us reach our goals.

Not knowing how to reach people who can help make our lives and our communities better

> ***"We need to learn where to go for help, how do you get into the system, no one knows the system."***
>
> —*TNT* member

Many of us who live in low-income, urban neighborhoods are often ignored by people in power or organizations that could help us make things better. Our communities may be isolated from the rest of society so it is more difficult for us to see opportunities for improvement.

We need to learn where to go for help and how to get into the system. Politicians cannot and will not represent us if we do not tell them our point of view from the community.

Living in violent communities

We are influenced by our families and by the people in our communities. When we see so much violence around us, we become used to it and accept it as normal.

For example, if a child's parents have a violent relationship or abuse their child, that child is likely to learn to solve his or her problems with violence. The acceptance of violent behavior in America has created a destructive cycle. We need to recognize that we can prevent violence—we do not have to live in violent environments, we do not have to accept violence.

Media

> ***"What we need to get policy makers and communities to do is fight back. We need to market prevention the same way that Bud markets beer."***
>
> —*TNT* member

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Media messages reflect and shape our culture. The media is a powerful force in our society that helps to create our views on violence. TV, movies, music videos, video games, and music often show violence as the way to resolve conflicts. We have become so used to violence that we think it is a normal way to act.

Newspapers and TV news reports focus on violence because it is good for their ratings and sells advertising. The news media creates more fear in our society and more reasons for people to want to protect themselves with guns. Rarely do we see real inner city role models portrayed in the media or in the nightly news—not because they do not exist but because these stories are not deemed "newsworthy" by the media.

Why in our neighborhood can we walk to get any kind of gun, drug, or alcohol that we want, but we have to take the bus to get school supplies?

—Art, TNT member

Availability of drugs, alcohol, and guns

"If you want to shoot someone it's not like you have to wait. The gun can be anywhere—in your house, car, under a bush, or at a friend's house. The trouble is not where the violence is, it's that violence is everywhere."

—TNT member

When it is easy to get drugs, alcohol, and guns, there are high rates of addiction and violence, and communities are destroyed. In our communities it is often easier to buy a gun, drugs, or alcohol than it is to buy groceries.

Drugs and alcohol make people more likely to become violent or victims of violence. Taking drugs and drinking alcohol makes you less able to think straight and to think before you act. Many drugs can even make you paranoid, thinking everyone wants to hurt or kill you. This may make you act violently. Also, if you take drugs or drink alcohol, you may be less able to defend yourself or to think about how dangerous a situation can get.

Having or owning a gun increases your chances of shooting someone you care about or getting shot yourself. There is always a permanent way to end an argument with a gun. A gun can easily turn an argument into a homicide.

Preventing violence

Violence is a learned behavior and can thus be prevented. By not teaching the next generation violence, we can break the cycle of violence. By shifting from a criminal justice perspective to a public health perspective we can achieve this goal. *TNT* works to teach youth alternative solutions to violence, the danger of guns, and advocacy skills which can empower youth to take leadership roles in violence prevention with their peers, communities, elected officials, and the media.

TNT is dedicated to all the young people who have already died from violence. *TNT* is committed to all of you who will help stop the violence.

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Teens on Target
Fact Sheet: Violence

Media

- **By age 18**, a young person has seen an estimated **160,000 to 200,000 acts of violence** on television alone.[1,2]

Homicide and Suicide

- **Nine out of ten** young people murdered in the world are **murdered in the U.S.** and **one out of ten are murdered in California.**[3]
- **Homicide** (murder) is the **second leading cause of death for all youth** aged 15-24 years in the U.S.[4]
- **Homicide** is the **leading cause of death for young African American men**, ages 15 to 24 years in the U.S.[5]
- **Suicide** is the **third leading** cause of death for all **youth** aged 15 to 24 years in the U.S.[6]
- **Homicide** rates in the city of **Oakland** are **twice as high** as the rest of **Alameda** County.7

Myth of "Stranger Danger"

- In the U.S., **85%** of murder victims were **killed by someone they knew**.[8]
- **Three times more** people are murdered **during arguments** than during robberies in the U.S.[9]
- **Almost half** of all victims of violent crimes **knew the offender**.[10]
- **Women** are more likely to be **killed** by a ***boyfriend, husband, or ex-partner*** than by anybody else in the U.S.[11,12]

Violent Crime

- In 1996, over **51,000 Americans died** as a result of **violence** (homicide or suicide) in the U.S.[13]
- In 1996, U.S. residents 12 or older experienced **9.1 million rapes, robberies, and assaults**.[14]
- African Americans are **more likely** to be victims of a violent crime than whites in the U.S.[15]
- Most crimes committed involve victims and perpetrators of the **same race or ethnicity**.[16]
- **Young people** aged 12 to 19 years are **twice as likely** as 25 to 34 year olds and **three times as likely** as those age 35 to 49 to **be victims** of violent crimes in the U.S.[17]

Rape

- In the U.S., **70 to 90%** of women raped were **raped by someone they knew**. [18, 19]
- **Over half** of all rapes happen **before** a girl or young woman reaches **18 years** of age. [90]
- At least **38 rapes** occur **every minute** in the United States. [91]

—Compiled in June 1999

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Session 2

Preventing Gun Violence

Preventing Gun Violence

Session Overview:

Goals

- Define the problem of gun violence.
- Identify causes and effects of gun violence.
- Identify solutions to prevent gun violence.

Objectives

- *TNT* members will define the problem of gun violence.
- Participants will identify factors that motivate youth to buy and carry guns.
- *TNT* members will focus on accessibility of guns as a major cause of gun violence.
- *TNT* members will identify the physical, emotional, and financial effects of gun violence.
- *TNT* members will break down the myth of carrying a gun as a form of protection.
- *TNT* members will identify solutions for gun violence that have been developed by *TNT*.
- Participants will identify methods by which they can control gun violence in their own lives and in their communities.
- Participants will practice talking a friend out of carrying a gun.

Materials Checklist

- ❑ Flip chart or chalkboard
- ❑ Markers or chalk
- ❑ Poster: Agreements (page 29)
- ❑ Poster: Effects of Gun Violence on Our Community (see "Before the Presentation," page 46)
- ❑ Handout: Teens on Target ... On Gun Violence (pages 57-58)
- ❑ Picture of a young person to represent the character of Keisha* for Activity 4: Solutions to Prevent Gun Violence. Choose one of the pictures supplied in the envelope in the back of this manual or cut one from a magazine. (*You may choose to change the name depending on the cultural appropriateness for your group of participants.)
- ❑ Index cards
- ❑ (*Optional*) VCR and video (You may choose to include a video clip from a current movie, documentary, or television show to further promote discussion on the causes or effects of gun violence.)

Before the Presentation

- Photocopy "Teens on Target... On Gun Violence" handout for all participants.
- **List the following effects of gun violence on our community identified by *TNT* members on poster board or flip chart:**

  Effects of Gun Violence on Our Community

  1. Kills family and friends.
  2. Makes community members afraid of each other.
  3. Makes communities poorer because businesses move out.
  4. Makes more people buy guns out of fear.
  5. Injures family and friends.
  6. Costs the family lots of money for the victim's long-term medical care.
- Select a picture of a young person to represent the character of Keisha. Choose one of the pictures supplied in the envelope in the back of this manual or cut one from a magazine.
- With the assistance of the classroom teacher or a staff member, identify two volunteers *before beginning the workshop* to participate in the role play demonstrating how an argument might end if a gun is involved. Before the workshop, explain to these two individuals that they will be asked to role play a scenario in which they are arguing. (Either you or the volunteers should determine the topic of the argument at this point—e.g., one person thinks the other person stole his or her jacket.) Assign one of them to act like he or she has a gun concealed in a jacket pocket, and to end the argument after a couple of minutes by using that gun. Ask them to think about how they will act out this role play for the group.
- (*Optional*) Reserve a VCR
- (*Optional*) Select a *brief* clip from a current movie, documentary, or television show to demonstrate the causes or effects of gun violence.

Total Instruction Time

50 to 75 minutes

Activity	Time Needed
Introduction/Review	5 minutes
1. Defining the problem of gun violence	5 minutes
2. Causes of gun violence	10 to 20 minutes
3. Effects of gun violence	10 to 15 minutes
4. Solutions to preventing gun violence	15 to 25 minutes
Session Wrap-Up	5 minutes

Introduction/Review

(Time: 5 minutes)

1. **Ask participants:** What did we cover in the last workshop?
   - Discussed what will be covered in the six *TNT* workshops.
   - Defined violence.
   - Discussed that violence can be prevented and how young people are working to prevent violence in our communities through programs like *TNT*.
   - Established agreements.
   - Looked at some of the causes of violence.
2. Explain that **today's workshop will cover gun violence**. We will be focusing on:
   - Defining the problem of gun violence.
   - Examining some causes and effects of gun violence.
   - Identifying solutions for how we as young people can work to prevent gun violence.
3. **Remind the participants of the agreements** that were discussed in the first workshop.
   - Refer to poster board listing agreements (*should be displayed at all workshop sessions*).

Defining the Problem of Gun Violence

(Time: 5 minutes)

1. **Remind the group** of how they defined "violence" in the last workshop.
2. **Ask participants:** How many of you believe that gun violence is a problem?
   - **FACT:** 34,000 people were killed by a gun in the U.S. in 1996.
   - **FACT:** 13 young people under the age of 19 are killed by a gun every day in the U.S.
   - **FACT:** Every 15 minutes someone is killed with a gun in the U.S., and every 6 minutes someone is injured by a gun.
   - **FACT:** 40 to 50% (nearly half) of all American households have a gun.
   - **FACT:** Guns are the leading cause of death for *all* residents of Oakland and Los Angeles.

3. Explain that because most everyone agrees that violence is a problem that needs to be dealt with, **let's start to look at some of the causes and effects of gun violence. Then we can come up with some solutions.**

Activity 2

Causes of Gun Violence

(Time: 10 to 20 minutes)

1. **Brainstorm:** Why do you think that young people today buy or carry guns? (*Write down all answers on the board/flip chart.*)
2. **Be sure to include "fear"** as one of the reasons on this list.
   - Explain **that fear makes people want to protect themselves with guns.**
3. **Ask participants** to stand up if they could get a gun within the next 24 hours if they wanted to. Then ask these participants to sit down.
   - **FACT:** In the U.S., over 13.7 million guns are sold every year. That's 375,000 guns every day and 26 guns sold every minute.
   - Remind participants of the quote from the *TNT* member that was mentioned during the first session: *"Why in our neighborhoods can we walk to get any kind of gun, drugs, or alcohol that we want, but we have to take the bus to get school supplies?"*
   - Emphasize that it shouldn't be this easy to get a gun!
4. Explain that the **accessibility of guns** (the fact that it is so easy to get a gun) is a **major cause of violence**.
5. Explain that **when you have a gun, you only have 2 to 3 seconds to react** to a situation and to really consider what will happen if you become violent by using that gun.
   - Without a gun or even with another weapon, you have more time to think about what you're about to do.
   - Situations/arguments can easily turn deadly when a gun is involved.
   - What used to be a fist fight is now often a gun fight.
6. **Ask for the two volunteers you have already selected** to come up to the front of the room to participate in a role play that demonstrates what can happen when two people are arguing and one of them has a gun.
7. **Ask the volunteers to act out a short scene** (no more than three minutes) in which they are arguing about the topic that has been selected, and one of them uses a gun to end the argument.
8. **Thank the volunteers** for their participation.
9. **Ask participants:** How might this argument have ended differently if there was no gun around?
   - A gun can easily turn an argument into a homicide.
   - People reach for the most lethal weapon during an argument. A gun ends an argument too quickly!

Effects of Gun Violence

Activity 3

(Time: 10 to 15 minutes)

1. Explain that now that we've looked at some of the causes of gun violence, **let's look at some of the consequences of gun violence.**
2. **Ask all participants to stand up.** Ask them to sit down when they think you have said the correct number of people who were killed by a gun in the U.S. during 1996. (*Remind the participants that this was mentioned at the beginning of the session.*)
3. **Say each of the following numbers**, allowing time for some participants to sit down after each one:
   - 15,000?
   - 20,000?
   - 28,000?
   - 32,000?
   - 34,000?
4. Explain that in 1996, **34,000** people were killed by a gun in the United States. (*Write down "34,000" on the board/flip chart.*)
   - In Japan, only 17 people **were killed by a gun in 1996.**
   - Provide an example that participants can relate to **that shows how large this number is (e.g., 34,000 people is equal to the number of people who are in the Oakland Coliseum for most baseball games).**
5. **Ask participants** to stand up if they know someone who has been shot or killed by a gun.
6. **Ask one of the participants who is standing**: "Did you ever think it would happen to you?" Then ask the participants to sit down.
7. Explain that **guns kill more young people under the age of 20 in California than car crashes, AIDS, cancer, and all other diseases *combined*.**
   - **FACT:** Guns are the #1 cause of death for young people under the age of 20 in California.
   - **FACT:** Every week in California, guns kill 13 youth under age 20.
   - **FACT:** In Oakland, guns are used in almost all youth murders.
8. Briefly explain that **another consequence of gun violence is suicide**.
   - Most people only think of gun violence as taking place between two people, but there's also violence against yourself.
   - **FACT:** Suicide is the third leading cause of death for young people between the ages of 15 and 19 in the U.S.—after car crashes and gun homicides.
   - **FACT:** In 1996, guns were used in 62% (62 out of every 100) of all teenage suicides in the U.S.
   - **FACT:** 80-90% (80 to 90 out of every 100) of suicide attempts with guns are successful.

- Many thousands of American teenagers consider killing themselves each year. Whether or not they end up doing it depends . Suicide attempts with guns almost always succeed.
- Many people who try to commit suicide are relieved when they wake up to discover that they were not successful. When it is easy to get a gun, most people will not get a 2nd chance.

9. **Identify** some of the effects of gun violence on our community as identified by *TNT* members (*refer to prepared poster/flip chart*):
   - Kills family and friends
   - Makes community members afraid of each other
   - Makes communities poorer because businesses move out
   - Makes more people buy guns out of fear
   - Injures family and friends
   - Costs the family lots of money for the victim's long-term medical care
10. **Ask participants:** It's 10:00 at night. Your mom gets a call saying that you've just been shot and are being rushed to the hospital. What does she do? How does she react?
    - Allow participants a few moments to really think about this.
    - Ask for a volunteer to share what they are thinking.
11. (*Optional*) **Provide a brief personal testimonial** describing your own personal connection to someone who was shot or killed and how that affected you, the victim, and/or the victim's family.
12. **Ask participants** to stand up if they think they are safer *with* a gun than without a gun. Then ask them to sit down.
13. **Ask participants** to stand up if they think they are safer *without* a gun than with a gun. Then ask them to sit down.
14. **Explain** that if a gun really protected people, then death and injuries wouldn't be on our list of effects of gun violence.
15. **Explain** that the companies who make guns want us to believe that a gun will protect us and that we will be safer if we own a gun. This is a **LIE**!
    - FACT: About half of all homes in the U.S. have guns.
    - Owning a gun actually puts a person in *greater* danger.
    - FACT: A gun in the home makes it 2-3 times more likely that you, a family member, or a friend will be murdered and increases the risk of suicide 2-5 times.

Solutions to Prevent Gun Violence

Activity 4

(Time: 15 to 25 minutes)

1. Explain that **we must not accept** the high number of people who are killed by guns in our communities.
   - There are things that *we* can do to prevent gun violence.
2. **Explain** that in a moment you will be dividing everyone into small groups.
   - Each group will be asked to answer two questions regarding solutions to gun violence.
   - Each group will have only **five minutes** to answer both questions—work quickly!
   - Each group should choose one person to write down the group's answers.
   - Each group should select one answer to each question to share with the larger group.
   - You will be collecting each group's list of answers.
3. **Divide the participants into small groups** (approximately five people per group).
4. **Ask each group to answer the following question:** What are some ways that gun violence can be reduced or stopped on a national/global level?

   (*Write down the question on the board/flip chart.*)
   - Allow each group **two minutes** to develop a list of answers to this first question. *(Be sure to stick to the time limits for each question and encourage participants to work quickly.)*
   - **While each group is developing a list of answers,** walk around to each group and provide assistance.
   - *Responses may include:*
     - Stop/reduce the production and sale of handguns and assault weapons.
     - Create more jobs and after school activities (create positive alternatives).
     - Turn anger into creative energy of caring and saving lives (mobilize and empower the community).
     - Work to get the National Rifle Association (NRA) and the gun industry to tell the truth about how harmful guns are.
     - Make it more difficult to obtain a gun.

5. **After two minutes, ask each group to answer the next question:** What are some ways that *you* can prevent gun violence in your own life (for yourself and for the people you hang out with)? (*Write down the question on the board/flip chart.*)
    - Allow each group **three minutes** to develop a list of answers to this question.
    - **While each group is developing a list of answers,** walk around to each group and provide help.
    - *Responses may include:*
        - Do not carry a gun.
        - Do not hang out with people who carry guns.
        - Get involved in positive programs for young people.
        - Do not allow a situation to reach the point where it would become violent—walk away. (*Note:* If the issue of pride comes up regarding walking away from a fight, ask participants: "Would you rather walk away or would you rather be dead?")
6. **Ask each group to share two of their solutions**—One that describes a way that gun violence could be reduced/stopped on a national/global level, and one that describes a way that a young person can prevent gun violence in his or her own life.
    - Encourage each group to share solutions that have not already been shared by another group.
7. **Collect** each group's list of answers.
8. Ask participants to **return to the large group**.
9. **Explain** that while there are many ways to hurt people, *guns* are the main way to kill people.
    - We need to reduce the number of guns manufactured and available if we want to reduce and prevent the epidemic of gun violence.
10. **Explain** that *TNT* members are working to reduce gun violence by:
    - Working with lawmakers (your city council members, etc.) to decrease the number of guns manufactured and available.
    - Learning and presenting the health facts about gun violence to other young people, to members of the community, and to our government officials.
    - Working to help people realize that gun violence *can* be prevented.
    - Exploring ways that *each* person can work to reduce gun violence.

11. **Explain** that if one of your friends carries a gun, you should think of it as putting you in danger too.
    - **FACT:** In a single year in the U.S., over 17,000 people are accidentally shot and over 1,100 people are accidentally killed by guns.
    - Friends sometimes shoot friends when alcohol, drugs, or an argument is involved. Too many things can go wrong and things can become deadly if someone has a gun.
12. **Explain** that the best thing to do is to separate yourself from any person with a gun.
    - If you really want to be a friend, explain why you feel you can't be around anyone with a gun.
    - Tell why carrying a gun is hurting your friendship.
    - Let the person know that you're still a friend, but that you don't want to be around when there is a gun present.
    - Explain to that a gun doesn't really doesn't offer protection, but instead increases the risk of someone being shot.
    - Ask for help in dealing with the situation from an adult you trust.
13. **Explain that you are going to describe a situation about a girl named Keisha**.
    - After describing this situation, you will be asking the participants to serve as the *experts* in advising Keisha on what she should do.
14. **Show the picture representing the character of Keisha**.
15. **Read the following scenario:**

    This is your friend Keisha. You and Keisha are really tight, and have known each other since you were eight years old. Keisha just told you that her older brother gave her a gun yesterday so she could carry it as protection. She explained to you that she doesn't plan on using the gun, but it makes her feel safer to have it with her in case something happens. What do you say to Keisha to convince her not to carry a gun?
16. **Reinforce** the suggestions listed in #12 as participants are giving advice to Keisha, emphasizing the importance of not hanging out with people who carry guns.
    - Remind the participants to **speak directly to Keisha** as they are giving her advice.

Session Wrap-Up

(Time: 5 minutes)

1. **Remind participants of the topics covered in today's workshop:**
   - Defined the problem of gun violence.
   - Identified some causes and effects of gun violence.
   - Identified some solutions to prevent gun violence.
   - Practiced talking a friend out of carrying a gun.
2. **Distribute *"Teens on Target...* On Gun Violence" handout** to all participants.
   - Explain that when we talk about gun violence, we talk about a lot of statistics.
   - *TNT* members created this handout to reinforce some of these important facts and figures that we discussed today and to show how each one of us can do something to prevent gun violence in our communities.
   - Encourage participants to look this over after class and share it with their friends and family.
3. **Explain** that too many people see the problem of gun violence as something to be handled by the police.
   - We can't leave it up to the police to take care of the problems related to gun violence. They come in *after* someone has been shot. Then, the problems and pain are too great.
   - All of us who are threatened and affected by gun violence must work to make our lives and our communities safer.
   - It's time for us to get involved in the prevention of gun violence, *before it happens.*
4. **Ask if anyone has any questions** about today's workshop.
5. **Ask the participants** what they liked about today's workshop and what can be improved.
6. Explain that the **next workshop** will focus on gang violence.
7. **Distribute one index card to each participant.**
8. **Ask the participants to write down two things** they learned today on their index cards.
9. **Collect** all index cards.
10. **Thank the group** for their participation.

Teens on Target...
On Gun Violence

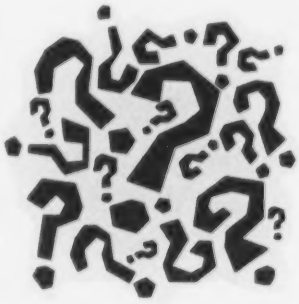
Did you know that...

Guns are the #1 killer of young people in California.
California Department of Health Services, 1996

Three out of four youth murdered... are killed with **guns.**
Almost all gun suicide attempts result in **death.**
California Department of Health Services, 1996

Having a gun during a family argument makes it **12 times more likely** that **someone** will be **killed.**

Having a **gun in the home** or carrying a gun makes it **2 to 3 times more likely** that you, a family member, or a friend **will be killed.**
Saltzman (1992); Cummings (1997); and Kellermann (1993)



The average hospital bill for **one gun shot wound** is **$40,000.**

A bullet costs 33 cents.
Kizer (1995); TNT members

In one year in the U.S., **34,000 people** are killed with guns.
In Japan **only 17 people** die because of guns.
National Vital Statistics (1996);
Center to Prevent Handgun Violence (1996)

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Teens in Action...
Ways to Prevent Gun Violence

- If you see someone selling guns in your neighborhood—especially to kids—call (510) 535-GUNS to report it.
- Count the number of gun ads in your local paper and then write a letter to the editor saying you don't think advertising guns where youth can see them is helping the problem of gun violence. Ask them not to let gun dealers advertise in their paper. Ask a teacher for help, maybe your whole class can write letters too!
- Learn and present the health facts about gun violence to your friends, family, and classmates. If you have a presentation for class, do it on gun violence—it's important.
- Join a group, like *TNT*, that works to prevent violence. Start a group in your school if you don't have one. Call 510-594-2588 and ask for the *TNT* Director.
- Work together to get the NRA (National Rifle Association) to tell the truth about guns. Tell everyone you know that people don't have the right to carry guns, only the army does to protect the country. It's in the U.S. Constitution! Ask a history teacher to review the second amendment with your class so you can see for yourselves.

Alternatives to owning guns

- Think of the consequences of owning a gun.
- Have will power. If you become involved in a conflict, walk away from it.
- Avoid people, places, and situations that you know are violent.
- Tale a self-defense class.
- Use a body alarm.
- Carry pepper spray, mace, or a stun gun (only after being properly trained).
- Don't walk alone at night.

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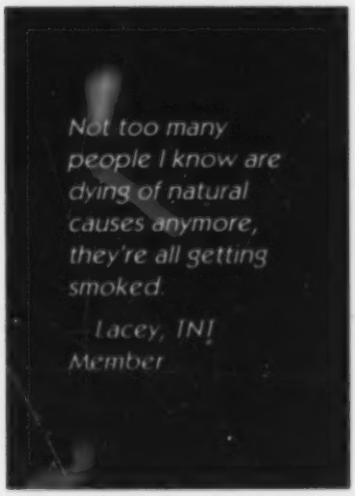
There are over 100 groups in the U.S. working to prevent gun violence!

Teens on Target

Background Paper 2: Gun Violence

Defining the Problem of Gun Violence

Despite recent declines in firearm deaths, gun violence remains a serious threat to the health and well being of our nation's youth. Gun violence results in loss of young lives, injury, disability, suffering, and billions of dollars in medical costs each year.[1] Every American pays the price for gun violence, whether it is through fear, increasing isolation, or the loss of a loved one.



Guns are involved in over 68% of homicides and 59% of all suicides in the U.S.[2] In the United States, firearm homicide and suicide are the second and third leading causes of death for youths aged 15 to 24 years. The rate of death by firearms for youth is three times that of adults.[3] Victims of gun homicide are predominantly young males, with youth of color bearing a significant burden of deaths. For young African American males aged 15 to 24 years, gun homicide is the *leading* cause of death at a rate 112.6 per 100,000.[4]

Gun violence against youth has increased since the 1980s. Murders of young people between the ages of 12 and 17 increased 116% between 1985 and 1996.[5] Furthermore, it is estimated that for every death of a young person caused by gun violence, four youth are injured and require hospitalization.[6]

The average hospital cost for gunshot wounds to one body area is estimated at $40,000.[7] At this rate, medical costs for gun violence against youth total at least $1.4 billion per year.[8] Gun injuries cost this country $40 billion dollars a year for all costs.[9] Taxpayers pay 60-80% of these costs.[10, 11]

In California, guns are the leading cause of death for young people under the age of 20 years. More youth in California die as a result of gun violence than from car crashes, AIDS, cancer, and all other diseases combined.[12] Every week, 13 California youth under age 20 are killed with guns.[13] Oakland's gun homicide rate is among the highest in the state of California and is 34% higher than the national homicide rate.[14]

It is crucial to the success of public health education intervention and prevention strategies to fully examine the perpetration of gun violence against youth. Juvenile homicide perpetrators are often of the same race and gender as their victims and adults are frequently involved in violence by and against youth.[15] Most often, suspects of juvenile homicides are classified as acquaintances, followed by strangers and family members.[16] Therefore, it is critical to combine public education strategies that target youth, communities, and families for violence prevention.

A Public Health Approach to Gun Violence

The public health approach involves monitoring a health problem, collecting health data, describing the scope and patterns of the problem or epidemic, and identifying risk factors and causes of the disease. Possible interventions are proposed, tested, and evaluated. Successful interventions are then implemented and monitored.[17]

A public health approach to gun violence focuses on the health effect of guns. The public health perspective identifies guns as consumer products that result in death, disability, and suffering. Ironically, the government regulates the production of teddy bears to protect children from death and injury, whereas guns, inarguably much more dangerous products, remain unregulated. When the health effects of guns are compared

to other disease epidemics, the seriousness of the gun problem in our country becomes apparent. About 10 times more people die in one year from gun violence than the number of people who died from polio during the peak of the epidemic. Public health approaches have been successful in eradicating polio and may prove successful in preventing further firearm deaths and injury.[18]

Causes of Gun Violence

We don't make the weapons. Most of us don't sell them. We buy them because we're afraid, and we've been convinced that we need them to protect ourselves. Then we use them to shoot each other.

—Art, TNT Trainer

Risk factors for gun violence include availability of inexpensive handguns in communities, a strong gun lobby, lack of economic opportunities other than illegal drug markets, reduced sense of community due to urbanization, membership in gangs, owning a gun in the home, and carrying a gun for protection.[19, 20, 21, 22, 23]

The widespread availability of inexpensive guns has been a significant contributor to the rise in gun deaths over the last several decades. The rise in gun deaths from homicide and suicide has closely paralleled the rise in the production and sale of guns.[24] In the U.S., over 13.7 million guns are sold every year.[25] That's 375,000 guns every day and 26 guns sold every minute.

The gun industry profits from the weak federal regulations which have allowed the numbers of guns manufacturers, dealers, and owners to grow. Over 93,000 Americans are licensed to sell guns by the Federal Bureau of Alcohol, Tobacco, and Firearms (BATF).[26] Most licensed gun dealers operate out of their homes in residential neighborhoods. The guns can be ordered through the mail and delivered by UPS. Half of all guns involved in crime can be traced back to 1% of all gun dealers in the U.S.[27] More guns involved in crimes in California are traced back to Trader's in San Leandro than to any other dealer in the state.[28]

The gun industry and the National Rifle Association (NRA) reinforce the belief that guns have a place in our society through massive economic, social, and political pressure. These two gun lobbies argue that guns are necessary for self-protection, recreation, and that gun ownership is a citizen's right protected by the U.S. Constitution. However, according to public health research, owning a gun at least doubles the risk of death for the owner and their family and friends.[29] Guns do not protect; they kill and are often used against the owner. Secondly, guns are not necessary for recreation. We are a technologically advanced society and are creating new forms of recreation each year that do not involve killing. Lastly, contrary to popular belief, gun ownership by private citizens is *not* a protected right under the Constitution. Only the militia, or military, has a protected right under the second amendment to the Constitution to remain armed in defense of national security.

Gun ownership is a serious risk factor for gun violence. An estimated 40 to 50% of homes in the U.S. contain at least one gun for self-protection.[30, 31] This is problematic because the presence of a gun in the home increases the likelihood of homicide for family members 2 to 3 times[32, 33] and increases the likelihood of suicide by 2 to 5 times.[34, 35] On any given day, more than 98% of all handguns in homes for self-protection are not used for this purpose, yet they are available for assault, suicide, accidental misuse, and theft.[36] A gun that is easily available can turn an argument or any tense situation into a homicide. A gun ends an argument too quickly.

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The good news is that decreasing numbers of young people are carrying guns. This decline parallels the decrease in youth deaths due to firearms and could therefore serve as an import intervention point. According to the 1997 Youth Risk Behavior Study, 5.9% of high school students, compared with 7.6% in 1995, had carried guns in the last 30 days.[37] However, the problem is more pronounced in the inner cites with an estimated 22% of youth carrying guns. Furthermore, 88% of juvenile offenders reported possession of firearms.[38] According to one study, 43% of high school students knew someone who had carried a gun to their school.[39] More importantly, 42% of urban high school students report that they know how to get a gun within 24 hours if they wanted one.[40] Most youth report carrying guns for self-protection. Youth who perceive greater violence in their schools or have been threatened with a gun are more likely to carry a gun themselves.[41]

One solution is to give opportunities to young people, so they won't even want to use guns.

—TNT Member

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Teens on Target

Fact Sheet: Gun Violence

Gun Deaths in California

- In 1996, guns killed more young people under age 20 in California than **car crashes, AIDS, cancer, and all other diseases** *combined*.[1]
- Guns are the **leading cause of death for youth** ages 16 to 20 in California.[2]
- Guns are the **leading cause of death for all residents of Oakland and Los Angeles**, California.[3]
- **Every week** in California, ***guns kill 13 youth under age 20***.[4]
- **Guns** are used in **three out of four youth murders** in California.[5]
- In 1997, guns were used in almost all youth murders in Oakland, California .[6]

Guns Do Not Protect

- In the U.S., a gun in the home makes it **2 to 3 times more likely**[8,9] that you, a family member, or a friend **will be murdered** and increases the risk of suicide in the home **2 to 5 times**.[8,10]
- **40 to 50%** of all homes in the U.S. **have guns**.[11,12]
- When someone is home, a gun is used for **protection** in **less than 2%** of home invasion crimes in the U.S.[13]

Guns are Deadly

- Of all youth murdered in the U.S. in 1996, ***68% of them were killed by guns***.[14]
- African American youth are t**en times** more likely to be **murdered** with a **gun** than white youth in the U.S.:
- U.S. rates of **firearm homicide** for youth 15 to 24 years of age in 1996:

  All races, genders: 15.2 per 100,000

  African American youth: 61.6 per 100,000

  African American young men: 112.6 per 100,000

  White youth: 6.8 per 100,000

  White young men: 11.1 per 100,00[15]
- In 1996, **4,643 youth** under age of 20 years in the U.S. were **killed with guns**, 376 accidentally.[16]
- **Guns** are used in **62% of all teenage suicides** in the U.S.[17]
- **Almost all (80 to 90%)** ***gun*** **suicide** attempts in the U.S. result in **death**.[18,19]
- In 1996, about **34,000 people died from guns** [15] and 88,000 were injured by guns in the U.S.[20]
- ***Every 15 minutes*** someone is **killed with a gun** and ***every 6 minutes*** someone is **injured by a gun** in the U.S.[15,20]

- **Family and intimate** partner violence **involving guns** are **12 times more** likely to end in **death** than those assaults which involve no gun in the U.S.[21]

Accidental Shootings

- In one year in the U.S., over **17,000 people are accidentally shot** and over **1,100 are accidentally killed**.[22,23]
- An estimated 30% of all **accidental shootings could be prevented** by the presence of two safety features: ***trigger locks and loading indicators***.[24] Cameras have loading indicators, why not guns?

Cost of Guns

- The **average hospital bill for one gunshot wound** in the U.S. is over **$40,000**[25] and **60-80%**[25,26] of these costs are **paid by the public**.
- *In the U.S., a **bullet** costs **33 cents**.*
- Gun injuries in California cost $329 million a year.[27] This averages to ***$100 per California resident*** each year.

Sales and Gun Dealers

- In the U.S. over **13.7 million guns are sold every year**.[28] That's 375,000 guns every day and **26 guns sold every minute**.
- **Half of all guns** used in crimes in the U.S. can be traced back to just ***1% of all gun dealers***.[29]
- More guns used in crime are traced back to ***Trader's in San Leandro*** than to any other dealer in California.[30]

International Comparisons

- 40 to 50% of U.S. homes have guns, compared with **less than 1% in Japan**.[11]
- In one year in **Japan**, only **17** people die from guns,[31] compared with over **34,000** people in the **U.S.**[15]
- Among 36 industrialized countries, the **United States** has the **highest** overall **gun death rate** (***8 times*** the combined rate of the other countries).[32]
- Among 25 industrialized countries, the **United States gun death rate for children** under 15 years is almost **12 times higher** than the combined rate of all the other countries.[33]
- ***Handguns*** are used in more **homicides** in the United States than in any other industrialized country. In 1996, handguns were used to murder **2** people in New Zealand, **15** in Japan, **30** in Great Britain, **106** in Canada, **213** in Germany, and **9,390** in the United States.[34]

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Session 3

Preventing Gang Violence

Preventing Gang Violence

Session Overview:

Goals

- Define the problem of gang violence.
- Identify the effects of gang violence.
- Identify positive alternatives to joining a gang.
- Identify solutions to prevent gang violence.

Objectives

- Participants will define gang violence.
- Participants will identify how gangs meet certain needs, but destroy others.
- Participants will identify positive alternatives to gangs.
- Participants will understand the impact of gang violence on individuals, families, and communities.
- *TNT* members will identify what is currently being done about gang violence.
- Participants will identify what they can do to prevent gang violence.
- Participants will practice talking a friend out of hanging out with people who are in a gang.

Materials Checklist

- ❑ Flip chart or chalkboard
- ❑ Markers or chalk
- ❑ Poster: Agreements (page 29)
- ❑ Handout: Teens on Target... On Gang Violence (pages 77-78)
- ❑ (*Optional*) VCR and video (You may choose to include a video clip from a current movie, documentary, or television show to further promote discussion on the effects of being in a gang.)
- ❑ (*Optional*) Book to read an short excerpt from demonstrating the effects of gang violence on an individual, family, or community (e.g., *Monster: The Autobiography of an L.A. Gang Member* by Sanyika Shakur [see Resource Guide]; excerpt from "Story from Sherman Spears" [see Appendix]; "I'm Only 17" [see Appendix])
- ❑ Index cards

Before Presentation

- Photocopy "Teens on Target On... Gang Violence" handout for all participants.
- (*Optional*) Select a *brief excerpt* from a current movie, documentary, television show, or book to demonstrate the effects of gang violence on an individual, family, or community.
- (*Optional*) Reserve VCR.

Total Instruction Time

45-80 minutes

Activity	Time Needed
Introduction/Review	5 minutes
1. Defining the problem of gang violence	10 to 20 minutes
2. Effects of gang violence on individuals, families and communities	5 to 20 minutes
3. Solutions for preventing gang violence	20 to 30 minutes
Session Wrap-Up	5 minutes

70

Introduction/Review

(Time: 5 minutes)

1. **Ask participants:** What did we cover in the last workshop?
   - Defined the problem of gun violence.
   - Identified some causes and effects of gun violence.
   - Identified some solutions to prevent gun violence.
   - Practiced talking a friend out of carrying a gun.
2. Explain that **today's workshop will cover gang violence**. We will be focusing on:
   - Defining gang violence.
   - Looking at reasons why young people join gangs.
   - Identifying positive alternatives to gangs.
   - Examining the effects of gang violence on individuals, families, and communities.
   - Coming up with solutions for how we can work to prevent gang violence.
   - Practicing talking a friend out of hanging out with gang members.
3. **Remind the participants of the agreements** that were discussed in the first workshop.
   - Refer to poster board listing agreements *(should be displayed at all workshop sessions)*.

Defining the Problem of Gang Violence

(Time: 10 to 20 minutes)

1. **Ask participants:** What do you think of when you hear the word "gang?"
2. Explain that the word **"gang" means many different things to different people and within different cultures.**
   - In most gangs, you become a member when you pass the initiation, but in some places, you become a member of a crew the day you move to the block and make friends in the neighborhood.
   - In today's workshop, we will be focusing on the connection between gangs and violence.
3. Explain that the **number of people involved in gangs has increased** a lot in recent years.
   - In 1980, there were 2,000 known gangs in the U.S. with 100,000 members; in 1996, there were 31,000 known gangs with 846,000 members.
   - **Provide a local statistic** about gangs in your community. (e.g., According to the Oakland Police Department, there are about 100 gangs in Oakland.)
4. **Ask participants:** How difficult do you think it is to leave a gang?
   - Explain that it is often *very* difficult to leave a gang.
   - Many individuals are threatened or attacked when they say they want to leave their gang.
   - *(Optional)* **Provide a personal testimonial** describing someone you know who had a hard time leaving a gang. Discuss why he or she wanted to leave the gang.
5. (*Optional—If a 90-minute session*) Play a **short clip from a current movie, television show, or documentary** to show the problems that can come from being in a gang or to show how easy it is to become a part of gang because of where you live or who your family is (e.g., "American Me"; "Blood In, Blood Out").

6. **Brainstorm:** Why do some people join gangs? What do *they* think are the benefits? (*List all responses in a column on the board/flip chart under "Positive."*)

   Responses may include:

   - Protection
   - Belonging to a group
   - Friendship/popularity
   - Respect
   - Easier access to alcohol and drugs
   - Sense of family/substitution for a lack of family love
   - Nothing else to do/no good alternatives
   - Sense of power
   - Money

7. **Ask participants:** What are some of the *negative* things you think come with being in a member of a gang? (*List all responses in a column next to the "Positive" list under "Negative."*)

   Responses may include:

   - Death (*be sure this is included on the list*)
   - Injury
   - Pressure to stay in the gang even if you don't want to
   - Jail
   - Loss of respect from family and friends
   - Loss of control over who your "friends" and "enemies" are

8. **Ask participants to compare the two lists.** How do some of the negative consequences of joining a gang cross out some of the "positive" reasons for joining a gang?

   - "Death" crosses out all of the "positives"—what good are any of the "positives" if you're not around to enjoy them?
   - **FACT:** Gang members are 60 times more likely to be killed than non-gang members.

Effects of Gang Violence on Individuals, Families and Communities

Activity 2

(Time: 5 to 20 minutes)

1. **Ask participants:** How has gang violence affected our community? (*Write down all answers on the board/flip chart.*)
2. Explain that *TNT* **has identified these additional results** of gang violence:
   - The constant loss of friends and loved ones.
   - The large number of people in jail or on probation.
   - The loss of community togetherness.
   - The increase in mistrust within our own community.
   - The loss of hope for a future.
3. (*Optional*) **Provide a personal testimonial** of how gangs have had a negative effect on your neighborhood/community.
4. (*Optional—If a 90 minute session*) **Show/read a short excerpt** from a recent movie, documentary, television show, or book to show the effects of gang violence on an individual, family, or community.

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Activity 3

Solutions for Preventing Gang Violence

(Time: 20-30 minutes)

1. ***Explain** that in a moment you will be dividing everyone into small groups. (**If you are running out of time, you may choose to conduct this as a group brainstorm rather than dividing into small groups.*)*
   - Each group will be asked to come up with a list of things young people can do to prevent gang violence.
   - **Each group will have** 5 minutes **to come up with their list**
   - Each group should choose 1 person to write down the group's answers
   - **Each group should** select 2 answers to share **with the larger group.**
   - You will be collecting each group's list of solutions.
2. **Divide participants into small groups** (approximately 5 people per group).
3. **Ask each group to list what young people can do** to prevent gang violence. (*On the board/flip chart, write: "What can young people do to prevent gang violence?"*)
   - **Explain that a big part of what young people can do to prevent gang violence is to** identify positive things that young people can do *instead* of joining a gang.
   - Allow each group **5 minutes** to develop their list.
   - **While each group is developing a list of solutions,** walk around to each group and provide help.
   - Answers may include:
     - — Join a positive group so you don't have the time (or the need) for a gang
     - — Only hang out with people who are not in gangs and who are living a lifestyle that you respect
     - — Find positive peer and adult role models
   - Be a positive role model for younger kids
4. **Ask each group to share 2 of their solutions.**
   - Encourage each group to share solutions that have not already been shared by another group.
5. **Collect** each group's list of solutions.
6. Ask participants to **return to the large group.**
7. Explain that *TNT* **suggests these additional solutions** for preventing gang violence:
   - Find positive things to do **that make you proud of yourself, respect yourself and that keep you busy.**

- **Hang out with people who are not in gangs** and who are living a lifestyle that you respect.
- **Know who your real friends are**—your real friends won't lead you into danger.
- **If you live in a neighborhood where you automatically become a member of the crew just by living there,** let people know that you do not want to be a part of any gang activities.
- Speak out for things that will help replace the destruction and violence in our lives. **Young people need:**
    * Ongoing love from parents or people we respect
    * Jobs and job training
    * Excellent education/schools
    * Positive peer and adult role models
    * Extracurricular activities
    * Positive youth programs
- *(Optional)* **Provide a personal example** of what you do during your free time instead of being a member of a gang (e.g., attending *TNT* meetings after school, playing a sport, singing in a choir).

8. **Explain** that in a moment you will be dividing participants into pairs and asking them to **role play** a conversation based on the following scenario.
9. **Read the following scenario:**

   Jerome is 12 years old. He lives with his mom, one older brother and one younger sister. They moved to Oakland from Los Angeles a few weeks ago, and he just started going to a new school. He met a few other guys from his school who live down the street from him. They always hang out together, and invited Jerome to come with him to the mall this weekend. When he told his older brother, Henry, about his new friends, Henry told him that these guys are gang bangers and that he shouldn't hang out with them. Jerome says that he doesn't care what Henry thinks, he's going to hang with them.

10. **Divide participants into pairs.**
11. **Explain** that each person will take turns playing the role of Jerome and Henry.
12. **Ask participants** to choose who will play the role of Henry first.
13. **Ask participants to raise their hands** if they are playing the role of Henry.
14. **Read the scenario again** (see #9).

15. **Instruct participants playing the role of Henry** to convince Jerome not to hang out with these new friends.
16. **Allow 2 to 3 minutes** for each pair to role play this scenario.
    - Walk around to each pair and provide help.
17. After 2 to 3 minutes, **ask participants to switch roles**.
18. **Allow another 2 to 3 minutes** for each pair to role play this scenario again.
    - Walk around to each pair and provide help.
19. (*Optional*) **Ask for two volunteers to demonstrate** this role play in front of the large group.
20. **Emphasize the danger** of hanging out with people who are in a gang, even if you do not plan on joining their gang.
    - Bullets don't know if you are "officially" a gang member, if you're a "wannabe," or if you just happen to be hanging out with the person they're aiming for at that moment.
    - It is safest to **avoid hanging out with people who are in gangs.** This will save you from the danger of being in the wrong place at the wrong time, and it will save you from being pressured to join the gang.
21. **Remind** participants of *TNT*'s suggestions for alternatives to gangs:
    - **Find positive things to do** that make you proud of yourself, respect yourself, and that keep you busy.
    - **Hang out with people who are not in gangs** and who are living a lifestyle that you respect.
    - **Know who your *real* friends are**. Your real friends won't lead you into danger.
    - If you live in a neighborhood where you automatically become a member of the crew just by living there, **let people know that you do not want to be a part of any gang activities.**
    - **Speak out for things that will help replace the destruction and violence in our lives.** Young people need:
        * Ongoing love from parents or people we respect.
        * Jobs and job training.
        * Excellent education/schools.
        * Positive peer and adult role models.
        * Extracurricular activities.
        * Positive youth programs.

Session Wrap-Up

(Time: 5 minutes)

1. **Remind participants of the topics covered in today's workshop:**
   - Defined gangs violence.
   - Looked at reasons why young people join gangs.
   - Identified positive alternatives to gangs.
   - Examined the effects of gang violence on individuals, families, and communities.
   - Developed solutions for how we can work to prevent gang violence.
   - Practiced talking a friend out of hanging out with gang members.
2. **Distribute "Teens on Target... On Gang Violence" handout** to all participants.
   - Explain that *TNT* members created this handout to reinforce some of the important facts and figures we discussed today.
3. (*If time allows*) **Ask for a volunteer to read aloud** each of the items listed on this handout.
4. **Ask if anyone has any questions** about today's workshop.
5. **Ask participants** what they liked about today's workshop and what can be improved.
6. Explain that the **next workshop** will focus on family and dating violence.
7. **Distribute one index card to each participant**.
8. **Ask participants to write down two things** they learned today on their index cards.
9. **Collect** all index cards.
10. **Thank the group** for their participation.

Teens on Target
On... Gang Violence

Myth: If you are in a gang, you won't get punked because your friends will have your back.

by Daja Lane

Fact: False, because true friends will always have your back if you're in a gang or not. But true friends would never lead you to danger.

Myth: If you are in a gang you will out live any one else, because your friends will always watch your back.

Fact: Gang members are 60 times more likely to be killed then people who don't belong to a gang (Morales, 1992).

Myth: Guess what! Mostly all gang members are dudes.

Fact: So not true! There are more females joining gangs then ever before.

Myth: If you are in a gang, you get much respect and people won't try to punk you.

Fact: When you are in a gang you are feared not respected. I'm not going to respect you if I'm scared of you.

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Teens in Action... Alternatives to Gangs

- Join a positive group or an after school program like *TNT.*
- Try out different or new sports like football, baseball, soccer, track, or tennis.
- Find a positive role model. Ask a teacher to help you find one or call the Boys and Girls Club or Big Brother/Big Sister program in your area.
- Be a positive role model for the younger kids (especially younger brothers and sisters) and talk to them about the dangers of gang violence. Review the myths and facts together.
- Remove yourself from the problem; just walk away.

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Teens on Target

Background Paper 3: Gangs

Defining "Gangs"

Founding *TNT* members explained, "Some of us have lived in the same neighborhood for most of our lives. We've watched these little kids who used to play together when they were 4 or 5 years old. They used to be out on the street, running around. Gradually their "group" turned into a gang doing violent things and things to make money. They still hang out together, but now it's violent." The word "gang" evokes a variety of images among different people and within different cultures. *TNT* recognizes that there can be positive and negative "gangs." A gang member may see his/her gang as their protection, friends, and family. For the purposes of the curriculum, however, we will focus on "negative" gangs as they relate to violence.

What is this idea of fighting for "your" neighborhood or street when you don't even own it?

—Triqui, TNT member

According to the *Barrio Warrior* magazine, a gang is "a group of [people] who engage in illegal or criminal activities. Clubs are not gangs unless they engage in criminal activities." *Webster's Dictionary* defines a gang as "a group of criminals or young delinquents." Many times the police, the media, and some adults wrongly label a group of young people as a negative gang merely because they hang out together, dress a certain way, or are youth of color.

Defining the Problem of Gang Violence

The numbers of gangs identified by the police in the U.S. are growing each year and more murders of youth are being attributed to gangs than ever before. In 1980, 2,000 existing gangs were documented with an estimated 100,000 members.[1] By 1996, the number of known gangs increased over 15 times to 31,000 gangs and membership climbed over 8 times to 846,000 members.[2]

About 75% of cities with populations over 25,000 report having a gang problem.[3] The City of Oakland has reported an estimated 100 gangs within city limits.[4] However, gangs are no longer solely an urban phenomenon. Youth gangs reportedly operate in 41% of U.S. urban schools, 26% of *suburban* schools, and 20% of *rural* schools.[5]

According to the criminal justice system, gang members lives tend to be dominated by violence. On average, gang members commit significantly more acts of violence, drug selling, and consume more drugs and alcohol than other youth.[6] Gang members are twice as likely to carry a gun,[7] more likely to possess powerful semiautomatic weapons,[8] and are 60 times more likely to be murdered than non-gang members.[9]

Increasingly, more youth deaths are being linked to gang-related violence. In 1984, only 15% of all Los Angeles youth homicides were identified as gang-related; today nearly half of all L.A. youth homicides have been described as gang-related.[10] Gang-related homicides tend to occur sporadically based on "turf" disputes between rival gangs.[11] Generally, when compared to other murders, gang homicides involve more participants, occur more often between strangers, are more likely to take place in a public setting, are more likely to involve automobiles, and tend to involve guns more often (95% vs. 68%).[12]

Causes of Gang Violence

The group norms of most gangs tend to support violent behavior and use of guns to resolve conflict.[13] Both being involved in a gang and having friends who are aggressive have been shown to contribute to an individual's violent behavior.[14]

Existing research suggests that gang membership intensifies violent behavior through peer reinforcement and encouragement.[15] Gang members not only learn violent behavior from their peers, in many cases they are "beaten into" a gang and are required to commit violent acts in order to prove themselves worthy of joining a gang, maintaining gang membership, or avenging a gang member's death.

Usually the young ones carry the gun because they get less time.

—Hymie, ex-gang member from L.A.

Use of drugs and sale of drugs may also be contributing factors to gang violence. According to Howell,[16] gang members, on average, both use drugs and sell more drugs than other youth. If this is true then drugs can interfere with gang members' inhibitions, increase their aggression levels, cause paranoia, and decrease their ability to think before they act. All of these drug effects can cause anyone to commit more acts of violence. Also, if a gang is involved in selling drugs, gang members will usually carry guns for "protection." However, we know that carrying or owning a gun increases a person's chance of death between two to three times and that a gun can easily turn an argument into a homicide.

Some studies show that recent increases in gang-related homicides are due to an increase in the use of semiautomatic weapons.[17] Use of high-powered firearms during drive-by shootings increases the lethality of gang attacks. The routine use of guns in gang conflict is a fairly recent development occurring within the past decade or so.[18]

Furthermore, many current "solutions" to gang violence may actually contribute to the cycle of violence. For example, prisons and youth detention centers often serve as breeding grounds for gangs and serve as "colleges" for potential gang members. *TNT* believes that locking people up does not change the situations or attitudes that brought them to these places. Any kind of punishment and lockup that is not accompanied by realistic alternatives that provide guidance, training, education, and hope will fail to end the cycle violence.

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Teens on Target
Fact Sheet: Gang Violence

- **Gang members** are **twice as likely to own guns** as non-gang members in the U.S.[1]
- Almost all gang related **murders** (95%) **involve guns**.[2]
- **Gang members** are **60 times more likely to be killed** than non-gang members in the U.S.[3]
- In the U.S., the **numbers of gangs** and gang members **have grown** from 2,000 gangs with 100,000 members in 1980[4] to 31,000 gangs and 846,000 members in 1996.[5]
- **Gang membership** increases a person's likelihood of **drug use, drug selling, gun carrying, violence, and death**.[6]
- In the U.S., **gangs** operate in **41% of urban schools**, **26%** of **suburban schools**, and **20%** of **rural schools**.[7]
- There are about **100 gangs** in **Oakland, CA**.[8]
- Almost **half** of all Los Angeles youth homicides **are gang-related**.[9]

—Compiled in June 1999

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Session 4

Preventing Family and Dating Violence (Part 1)

Preventing Family and Dating Violence (Part 1)

Session Overview:

Goals

- Define the problem of family and dating violence.
- Identify causes of family and dating violence.

Objectives

- Participants will define the problem of family and dating violence.
- *TNT* Members and participants will identify the different types of abuse.
- *TNT* Members and participants will identify some of the causes of family and dating violence.
- *TNT* Members will identify the cycles of family and dating violence.
- *TNT* Members will identify some characteristics common to the abused and the abuser.
- Participants will demonstrate the relationship between power, control and fear and family and dating violence.

Materials Checklist

- ❑ Flip chart or chalkboard
- ❑ Markers or chalk (extra markers for "gallery walk"/small group activity) in Activity/Topic 1
- ❑ Poster: Agreements (page 29)
- ❑ 4 posters/flip chart sheets for "gallery walk"/small group rotation activity in Activity/Topic 1
- ❑ Poster: Causes of Family and Dating Violence (see "Before the Presentation," page 84)
- ❑ Handout: "Teens on Target... On Family and Dating Violence" (pages 95-96)
- ❑ Handout: "Teens on Target... Oakland Community Resources" (pages 97-98)
- ❑ Index cards
- ❑ (*Optional*) VCR and video (You may choose to include a video clip from a current movie, documentary, or television show to further promote discussion on the causes or effects of family and dating violence.)

Before the Presentation

- Contact the classroom teacher before presenting the two workshops on family and dating violence. Explain to the teacher that the sensitive nature of these workshops may result in some students approaching him or her after the workshops to report abuse. Help the teacher respond appropriately by asking him or her about the local child abuse reporting procedures (mandated reporting laws) and resources in the school for students who are experiencing abuse.
- Prepare 4 "Gallery Walk" posters for the small group activity in Activity/Topic 1. Using poster board or flip chart sheets, list the following information on the top of each poster:

  1. **Physical Abuse**

     Example: Slapping

  2. **Emotional Abuse**

     Example: Calling someone names

  3. **Sexual Abuse**

     Example: Date rape

  4. **List Some of the Effects of Abuse on Children**

- List the following causes of family and dating violence identified by *TNT* members on poster board or flip chart:

  Causes of Family and Dating Violence:

  1. Frustration
  2. Media
  3. Imitation
  4. Alcohol and Drugs
  5. Teenaged Parenting
  6. Younger Girls/Older Guys
  7. Gender stereotypes
  8. Power and Control

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- With the assistance of the classroom teacher/staff member, identify five volunteers *before the beginning of the workshop* to participate in the role play demonstrating the cycle of family and dating violence. Before the workshop, assign each of these individuals one of the following roles: boss, father, mother, child, friend. Explain to these five individuals that they will be asked to role play the following four short scenarios (no more than one minute each):
    1. Boss making the father feel fearful and powerless.
    2. Father making the mother feel fearful and powerless.
    3. Mother making the child feel fearful and powerless.
    4. Child making his/her friend feel fearful and powerless.
- Ask them to think about how they will act out their role plays for the group. Remind them to keep each scenario brief (one minute maximum).
- Be sure to keep the "Teens on Target Oakland Community Resources" handout updated. If you live outside Oakland, prepare a list of resources specific to your community. Call to confirm that the agencies listed still exist and provide these services. Try to list local "youth friendly" resources.
- (*Optional*) Select a *brief* video clip from a current movie, documentary, or television show to further promote discussion on the causes or effects of family and dating violence.
- (*Optional*) Reserve a VCR.

Total Instruction Time

45 to 65 minutes

Activity	Time Needed
Introduction/Review	5 minutes
1. Defining the problem of family and dating violence	20 to 30 minutes
2. Causes of family and dating violence	15 to 25 minutes
Session Wrap-Up	5 minutes

Introduction/Review

(Time: 5 minutes)

1. **Ask participants:** What did we cover in the last workshop?
   - Defined gang violence.
   - Looked at reasons why young people join gang.
   - Identified positive alternatives to gangs.
   - Examined the effects of gang violence on individuals, families and communities.
   - Came up with solutions for how we can work to prevent violence.
   - Practiced talking a friend out of hanging out with gang members.
2. Explain that **today's workshop will be the first of two workshops focusing on family and dating violence**. In today's workshop we will be focusing on:
   - Defining the problem of family and dating violence.
   - Looking at some of the causes of family and dating violence.
3. Explain that in the **next workshop**, we will focus on:
   - Talking about why some people stay in abusive relationships.
   - Coming up with solutions to prevent family and dating violence—looking for the warning signs and discussing what to do if you are being abused, are abusing or know someone who is being abused or abusing.
4. **Remind participants of the agreements** that were discussed in the first workshop.
   - Refer to poster board listing agreements (*should be displayed at all workshop sessions*).

Activity 1

Defining the Problem of Family and Dating Violence

(Time: 20 to 30 minutes)

1. **Ask participants:** What do you think of when you hear the words "family and dating violence?"

   (*Write all responses on the board/flip chart.*)

   - Family violence includes any violence that takes place between family members (husband and wife, mom and boyfriend, dad and girlfriend, parent and child, brother and sister, etc.).
   - Dating violence includes any violence that takes place between two people who are dating (including date rape).
   - Family and dating violence may take place both inside and outside the home.
   - Any member of a family or couple may be the abuser, or the person who is abused. In most of the reported cases, however, parents abuse their children and men abuse their partners and wives. (85 to 95% of dating or partner violence victims are women.)

2. **Explain** that sometimes, particularly when we are talking about family violence, it is difficult to tell the difference between what is "normal" discipline or arguing vs. abuse.

> ***Note:*** *During this discussion, participants or observers may comment that they are/were spanked by their parents and question whether that would be considered abuse.* **If this comes up,** *ask the participants, "Do you think that's abuse? Why or why not?" Depending on their response, you may choose to provide the following example:*
>
> *If a parent hits a child as soon as that child walks in the door after school for no reason other than that the parent is angry about something unrelated to the child or is using drugs or alcohol, then that's* ***abuse****. If a child runs out into the middle of the street and the parent spanks the child for the purpose of teaching the child that he or she shouldn't do that, then that's* ***discipline****. If you have a question about if something is discipline or abuse, then you should talk to someone about it (a school counselor, a teacher, a family friend, etc.).*

3. **Explain** to participants that **there are different types of abuse**. *TNT* members divide the abuse that happens in family or dating violence into three major categories:

   1. Physical abuse
   2. Emotional abuse
   3. Sexual abuse

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4. **Explain** that in a moment you will be dividing everyone into small groups.
    - Each group will go around the room and **write down one response on each poster.**
    - Follow the directions on each poster and look at the examples for assistance.
    - For posters that list one of the three types of abuse, each group should list one example of that type of abuse.
    - Don't write down something that's already been listed.
    - Work fast—each group will only have **one minute** at each station/poster, and then they will rotate to the next poster.
5. **Read aloud** the headings and examples listed on each poster.
6. **Divide participants into four groups** (approximately 6 to 8 people per group).
7. **Assign each group** to a different poster station.
8. **Instruct participants to begin** by writing down one response on their poster.
    - Walk around and provide help **to each group, particularly to the group at the "Sexual Abuse" station.**
    - Examples of each type of abuse may include:
        - **Physical abuse:** Pushing, shoving, hitting, punching, kicking, slapping, beating, throwing a person down, tripping, biting, punching a wall, using a weapon.
        - **Emotional abuse:** Putting people down or making them feel bad about themselves, calling them names, making them think they're crazy or stupid, isolating them (controlling what they do, who they see and talk to, and where they go), intimidating them, threatening them.
        - **Sexual abuse:** Making people have sex or do sexual acts that they don't want to do, physically attacking the sexual parts of their bodies, treating them like sexual objects, unwanted touches, vulgar or crude comments, pressuring them for sex and not taking "no" for an answer.

          *(Note: Many people think that rape only happens between strangers. However, **most people who are raped are raped by someone they know**—an acquaintance, boyfriend/partner, close personal friend, or a member of the family.)*

9. **After one minute**, instruct each group to move to the next poster station.
    - **Repeat** until all groups have been at each poster station.
    - Be sure to **stick to the one-minute time limit**. This should be a fast-moving activity.
10. Ask participants to **return to the large group**.
11. **Ask for volunteers to read the answers** listed on the three posters listing each type of abuse ("Physical Abuse," "Emotional Abuse," and "Sexual Abuse").
    - Do not read the answers listed on the poster "Effects of Abuse on Children"—you will be discussing these responses later.
    - Be sure to add any important examples that may be missing.
    - Ask participants if they think anything else should be added to each poster.
12. **Explain** that the first step to preventing family and dating violence is being able to recognize what it is.
13. (*Optional—If a 90-minute session*) **Play a short clip from a current movie, television show, or documentary** to further demonstrate the effects of family or dating violence (e.g., "What's Love Got to Do With It?"; "The Burning Bed").
14. **Explain** that California leads the nation in child abuse reports.
    - **FACT:** In 1998, **every minute** a child in California was reported abused or neglected.
15. **Ask participants to stand up if** they think that women are more likely to be killed *by their husband or boyfriend* than by a stranger. Then ask them to sit down.
16. **Ask participants to stand up if** they think that women are more likely to be killed *by a stranger* than by their husband or boyfriend. Then ask them to sit down.
17. **Explain** that women are more likely to be killed by a **boyfriend, husband, or ex-partner** than by anyone else.
    - **FACT:** 38 women are *killed* each week in the U.S. by a date, boyfriend, husband, or ex-partner.
    - **FACT:** Every 15 seconds in the U.S., a woman is *beaten* by her boyfriend or husband.
    - **FACT:** One out of three women will experience violence from a date, boyfriend, husband, or ex-partner in her lifetime.

- **FACT:** 70-90% of women raped in the U.S. in 1996 were raped by someone they knew.
- **FACT:** One out of every six adult relationships is abusive.

18. **Ask participants:** Do you think that there is violence in teen relationships, or is it just an adult problem? (Answer: It is a problem in both adult *and* teen relationships.)
    - **FACT:** One out of four eighth and ninth graders in the U.S. have been victims of dating violence.
19. **Ask participants:** Is it every okay to hit your partner?
20. **Explain** that we want you to know that it is NEVER OKAY TO HIT YOUR PARTNER, whether they are a guy or a girl, and it is NEVER OKAY FOR YOU TO GET HIT!
    - If you're hitting or getting hit, you need help.
    - During the next workshop, we will discuss what to do if you or someone you know is in an abusive family or dating relationship.

Activity
2

Causes of Family and Dating Violence

(Time: 15 or 25 minutes)

1. **Ask participants**: Why do you think people abuse their family members or dating partners?

   (*Write down all responses on the board/flip chart.*)

2. ***Briefly* explain each of the causes identified by *TNT* members** (*refer to prepared poster/flip chart*):

   - **Frustration:** Frustration, anger and failure often lead us to do things we wouldn't normally do. We may try to take our frustration and anger out on someone else.
   - **Media:** We sometimes learn abusive behavior from TV shows, videos, and movies.
   - **Imitation:** Family and dating violence are often copied and passed down from parents to children. Some people that were abused as children may not know how to discipline their children or have a relationship with their partner without verbal or physical abuse.
   - **Alcohol and Drugs:** Alcohol and drug use has been connected to a large number of cases of family and dating violence. (In two out of three dating or partner violence cases, the abuser had been drinking alcohol or using drugs.)
   - **Teenaged Parenting:** Abuse sometimes happens when teenagers become parents. If people aren't ready to take on all the responsibilities of being parents, their frustration and lack of patience *may* lead them to family violence.
   - **Younger Girls/Older Guys:** It has become more and more common for girls in middle school and high school to date older men (men in their 20s or 30s). This can lead to abuse because of the power that the older man often feels over the younger girl because of the age difference. Police records show that suspects in domestic violence cases in Oakland are usually five years older than their victims.
   - **Gender Stereotypes:** Men aren't born violent, and women don't like to be hit, but we are all taught gender roles that can lead to violence. Guys are told to "act like a man"—be tough, in control, hide your feelings, show your anger, and don't cry. Girls are taught to "act like a lady"—be sweet, sexy (but not too sexy), passive, a good listener, smart (but not too smart), and to take care of others. *Many guys behave in a certain ways in order to act like men, and some girls will put up with what guys do because they want to act like ladies. This can sometimes result in abuse.*

- **Power and Control:** Abuse is often used as a way to regain control over something or someone. Sometimes, if we feel a lack of power or control in one part of our lives, we will search to feel that power and control through abuse.

3 **Ask for the five volunteers you have already selected** to come up to the front of the room to participate in a role play that demonstrates the cycle of violence and how power and control relates to abuse.

- Explain that a "cycle" is something that repeats itself over and over again

4. **Ask the volunteers to act out** the following four short *(no more than one minute each)* scenarios:
    1. Boss making the father feel fearful and powerless.
    2. Father making the mother feel fearful and powerless.
    3. Mother making the child feel fearful and powerless.
    4. Child making the friend feel fearful and powerless.
5. **Thank the volunteers** for their participation.
6. **Ask participants:** Why do you think the father treated the mother the way he did? Why do you think the mother treated her child the way she did?
7. Emphasize that **this demonstrates a cycle of violence.**
    - If you feel that you have little or no power or control in one part of your life, you may try to feel that power and control by treating someone else in an abusive manner.
    - The majority of abusers were themselves abused as children. They often have not learned how to discipline or communicate with another person in a non-abusive, healthy way.
8. **Ask for a volunteer to read the responses** participants listed on the poster ("List some of the effects of abuse on children") by the small groups during the first activity of today's workshop.
    - Be sure to add any important examples that may be missing.
    - Ask participants if they think anything else should be added to each poster.

- Responses may include:
  - ➢ Feels that he or she caused the violence.
  - ➢ Constant anxiety or nervousness (that more abuse will occur).
  - ➢ Guilt for not being able to stop the abuse.
  - ➢ Low self-esteem.
  - ➢ Self-destructive and destructive activities ("acting out").
  - ➢ Extreme shyness and withdrawal.
  - ➢ Fear.
  - ➢ Unable to trust anyone.
  - ➢ Drug and alcohol abuse.

9. Explain that these problems are the **same problems demonstrated by many abusers**.

Session Wrap-Up

(Time: 5 minutes)

1. **Remind participants that this workshop is the first of 2 workshops** that will focus on family & dating violence.
2. **Remind participants of the topics covered in today's workshop:**
   - Defined the problem of family & dating violence
   - Looked at some of the causes of family & dating violence
3. **Ask if anyone has any questions** about today's workshop.
4. Explain that the **next workshop** will focus on *why* some people stay in abusive relationships & *how to prevent* family & dating violence.
5. Distribute a copy of ***"Teens on Target On... Family & Dating Violence"*** handout to all participants.
   - Ask participants to look this over after class & share this information with their friends (*or review it now if time allows*).
6. Distribute a copy of ***"Teens on Target Oakland Community Resources"*** handout.
   - Remind participants that community resources offer assistance to people who are being abused or know someone who is being abused *and* to people who are abusing.
   - NO ONE NEEDS TO SUFFER FAMILY OR DATING VIOLENCE ALONE!
   - We will be talking more about these community resources when we talk about ways to prevent family & dating violence in the next workshop.
7. **Ask participants to think of 2 ways** to prevent family & dating violence between now & the next workshop.
8. **Ask participants** what they liked about today's workshop & what can be improved.
9. **Distribute 1 index card to each participant.**
10. **Ask participants to write down 2 things** they learned today on their index cards.
11. **Collect** all index cards.
12. **Thank the group** for their participation.

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Teens on Target
On... Family and Dating Violence

One out of four eighth and ninth graders have experienced dating violence.

Foshee et. al., Am J Prev Med, *1996*

Every 15 seconds in the U.S., a woman is beaten by a boyfriend or husband.

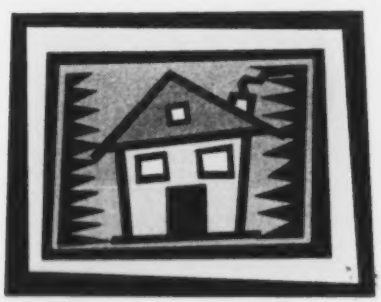
Psych Services, *1998.*

One out of three *women in the U.S. will experience* ***violence*** *from a* **date, boyfriend, husband, or ex-partner** *at some point in her life.*

Schafer et al., Am J Pub Health, *1998*

2 out of 3 times *when a man abuses his female partner, he has been drinking* ***alcohol*** *or using* ***drugs****.*

Greenfield, 1998



Between **3 to 10 million children** ***witness family violence*** *between adults in the home every year.*

Straus, 1992; Psych Services, 1998

Educational Media Corporation®, Box 21311, Minneapolis, MN 55421

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Each year, **3 million children** *are reported* ***abused*** *or* ***neglected****.*

Lung and Daro, 1996

In 1998, ***every minute*** *a* ***California child*** *was reported* ***abused*** *or neglected.*

Children's Defense Fund, 1998

Child abuse *is* ***harm*** *to or* ***neglect*** *of a child by another person, whether adult or child. Child abuse can be physical, emotional, verbal, sexual, or through neglect.*

Centers for Disease Control

Teens in Action. . .

Getting Help...

If you think you or someone you know is being abused, call the **National Domestic Violence Hotline** *from anywhere in the U.S.* at **1.800.799.SAFE** (7233) to talk to someone about it.

If you live in Oakland, CA, you can call A Safe place at 510.536.7233.

You don't have to deal with this alone!

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Teens on Target
Oakland Community Resources

Programs Especially for Young People

After School Tutoring and Pre-Collegiate Academy
314 East 10th Street, Room 9,
Oakland, CA 94606

(510) 879-8367

For Bret Harte, Calvin Simmons, Havenscourt, Fremont, Skyline and Saint Elizabeth schools. Tutoring, academic advising, summer school, college information, and parent information.

Oakland Boys and Girls Clubs
(Ossian E. Carr Branch)
8530 East 14th Street,
Oakland, CA

(510) 638-1532

Offers after school programs Tuesday-Friday 3-9 p.m. and Saturday 10-3 p.m. Activities include tutoring, job training, sports, arts and crafts, and field trips. Several locations in Oakland. Call to find the nearest one near you. For youth 6-17 years old.

TEEN Hotline Project
YMCA 1612 - 45th Avenue,
Oakland, CA 94601

510-436-4367

Talk to another teen on this 24 hr crisis hotline for youth, age 8 or over. Hotline is staffed by trained youth and adult counselors. No summer service due to school vacation.

Youth Alternatives
2141 Bonar Street,
Berkeley, CA 94702

(510) 849-1402, (510) 845-9010

Provides counseling, recreation, tutoring and job services for youth 17 and under, who are having problems at home, in school, or with the police. The Youth Employment Program hires young people age 14-21 to do maintenance work in the parks.

East Bay Conservation Corps
1021 Third Street,
Oakland, CA 94607

(510) 891-3900

Work and education program for youth 18-24. GED preparation, life skills training, career counseling.

Girls, Inc.
13666 East 14th Street,
San Leandro, CA 94577

(510) 357-5515

Offers services for the positive development of girls and young women. Operation SMART tutors girls in math and science. Also provides services for pregnant teens and teen parents.

Covenant House Nineline

1-800-999-9999 (24 hrs)

Talk to someone anytime (24-7) about your problems. Provides help for youth and their families. Counselors assist with issues concerning family problems, suicide, drug and alcohol problems, abuse, shelter for runaways, and help for runaways in crisis anywhere in the country.

Oakland Children's Hospital Teen Clinic
747 - 52nd Street,
Oakland, CA 94609

(510) 428-3387

Provides social and health services to youth 12-17 years old. Offers youth and family counseling, crisis intervention, drug abuse referrals.

Oakland Community Resources cont'd.

Family and Dating Violence

A Safe Place
P.O. Box 1075, Oakland, CA 94604

(510) 536-7233 (24 hr hotline)
(510) 636-4747 (Office)

A shelter for abused women and their children who are in danger and have no place to go. Non-shelter clients can make an appointment to see a domestic violence counselor.

Oakland Children's Hospital
Center for Child Protection

747 - 52nd Street, Oakland, CA 94609

(510) 428-3742

Counseling, referrals, and education for families at risk for abuse or that are in abusive situations.

Parental Stress Service
1727 Martin Luther King Jr. Way, Suite 109
Oakland, CA 94612

(510) 893-5444

Crisis line, parent education classes, counseling for child abuse prevention.

Oakland Men's Project
1203 Preservation Park Way, Suite 200,
Oakland, CA 94612-1201

(510) 835-2433

Addresses the issues of male violence. Programs give men and women the strategies needed to resist, prevent, and change violent and abusive situations.

Family Violence Law Center
P.O. Box 2529, Berkeley, CA 94702

(510) 540-5354

Legal and support services for victims of domestic and dating violence. Assists with restraining orders and provides legal counseling.

National Domestic Violence Hotline
1-800-799-SAFE (24 hrs)

Crisis counselors provide phone counseling and provide information on shelters and legal services.

Alcohol and Drug Services

Alateen

(510) 276-2270

Part of Al-Anon. Program for youth 12-20 who have family or friends with drinking problems. Group meetings offer support and encouragement in coping with the disease of alcoholism. Various locations.

East Oakland Recovery Center
8900 E. 14th Street,
Oakland, CA 94603

(510) 568-2432

Alcohol and drug support groups for adults, teens, and women. Alcoholic Anonymous and Narcotics Anonymous. Life skills groups and referrals to shelters.

West Oakland Health Center
Substance Abuse Services
3007 Telegraph Avenue
Oakland, CA 94609-3205

(510) 433-1500 (West Oakland)

(510) 430-1771 (East Oakland)

(510) 465-1800 (Alameda Family Center)

Wide variety of drug abuse services, recovery, and detoxification programs throughout the county.

Thunder Road
390 40th Street,
Oakland, CA 94609

(510) 653-5040

Teen alcohol and drug recovery program and group home. For youth 13-19 years of age.

East Bay Community Recovery Project
2551 San Pablo Avenue
POakland, CA 94612

(510) 832-0600

Day treatment for dual diagnosed or court mandated adults in the East Bay. Also provides domestic violence recovery services.

Teens on Target

Background Paper 4: Family and Dating Violence

Defining Family and Dating Violence

Family violence includes any violence or threat of violence that takes place between family members. This includes any emotional, physical, economic, or sexual abuse of spouse, parent, child, or sibling (husband and wife, mom and boyfriend, father and child, brother and sister, etc.). Other terms for family violence include *domestic violence, domestic abuse, spouse abuse, battering, and marital rape.*

It seems like it's accepted in many families because it goes on behind closed doors. Often, no one else knows about it.
—TNT member

Dating violence includes any violence or threat of violence that takes place between two people who are dating or have dated in the past. It can involve the emotional, physical, economic, or sexual abuse of a girlfriend, boyfriend, partner, or ex-partner. Other terms for dating violence include *intimate partner violence and date rape.*

Family and dating violence are among the fastest growing and the most under-reported crimes in America. At least one out of every six relationships in the U.S. is abusive.[1] Family and dating violence are recognized by many as serious public health issues and have been described as "unacknowledged epidemics in our country" and as "terrorism in the home."[2] Family and dating violence have serious consequences and costs for individuals, families, communities, and society.

This violence affects every age, ethnic, and economic group, but most victims are women and children and most perpetrators are men. Cases of partner violence in the City of Oakland, for example, frequently involve a 24-year-plus male injuring a teenage girlfriend during a fight. Oakland has one of the highest rates of partner violence in Alameda County.[3]

In the U.S., an estimated 85 to 95% of intimate partner violence victims are women[4,5] and 70-90% of women who are raped are raped by someone they know.[6,7] Every 15 seconds in the U.S., a woman is beaten by her boyfriend or husband[8] and every week 38 women are killed by a date, boyfriend, husband, or ex-partner.[9] In fact, women are more likely to be killed by a boyfriend, husband, or ex-partner than by anybody else.[10] Annual victim-related costs for adult domestic violence in the United States have been estimated at $67 billion.[11]

Children are also affected by violence in the home. Child abuse and domestic violence often occur within the same family. Half of all men that abuse their wives or partners also abuse their children.[12] Each year, between 3 to 10 million children witness violence between adults[13,14] and each year 3 million children are reported abused or neglected.[15] In California, a child is reported abused or neglected every minute.[16] The emotional effects of witnessing or experiencing violence on children include self-blame, constant anxiety, fear of abandonment, guilt for not being able to stop the abuse, inability to trust, deep ambivalence about both parents, aggressive acting out, extreme shyness and withdrawal, compulsive school behavior, developmental problems, and stress-related ailments.[17]

Causes of Family and Dating Violence

Violence begets violence. Witnessing violence is a risk factor for long term substance abuse and perpetration of child abuse and intimate partner abuse. Men who have a family history of abuse are more likely to inflict abuse, violence, or sexual aggression on others.[18] Most abusers were victims of violence themselves and learned how to abuse from their parents or family members. An abuser often places unrealistic demands or limitations on the people he/she abuses and inevitably becomes frustrated and lashes out. Males with aggressive peers, traditional views about gender roles, and who are heavy users of drugs or alcohol are more likely to commit acts of violence against their partners and family.[19]

My brother used to get a lot of whoopings because he was bad, he's mean now.

—TNT member

Alcohol and drugs are also significant contributors to domestic and dating violence. In two out of three cases of intimate partner violence, the abuser had been using alcohol or other drugs at the time of the assault.[20] As alcohol consumption by the perpetrator or the victim increases, risk of serious injury associated with dating violence also increases. Alcohol and drugs reduce a person's inhibitions, may make certain persons more aggressive, and can interfere with their ability to think before they act. While under the influence of drugs or alcohol, persons may be less able to defend themselves from an attacker due to slower reflexes and may be less able to identify a potentially violent situation.

TNT members have identified several other risk factors for family and dating violence outside of the public health literature including media portrayal of violence, frustration, feelings of powerlessness, and teenaged parenting. We learn from our environment, which includes television and movies. *TNT* members feel that the portrayal of violence in the media without negative consequences contributes to violence in our communities. Violence is rewarded in the media and guns are glorified methods of problem solving used by heroes. Heroes in the media more often than not use violence to resolve their conflicts and often kill the "bad guys." What young children would not want to emulate their heroes?

According to *TNT* members, frustration, anger, and failure can also lead us to things we would not normally think of doing. We may try to take out our frustration and anger on someone else. Also, abuse is often used as a way to regain control over something or someone. If we feel a lack of power or control in one part of our lives, we may search to feel that power and control over someone through abuse.

Lastly, abuse sometimes happens when teenagers become parents. If individuals are not ready to take on all the responsibilities of being parents, their frustration, lack of patience, and lack of experience may lead to family violence.

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Types of Abuse

Abuse can take on many forms. In general, abuse involves the use of power with the intention to hurt or control someone. Different types of abuse include physical, emotional, economic, sexual, and child abuse. Family and dating violence may involve one or more forms of abuse.

Child abuse

Centers for Disease Control definition: Harm to or neglect of a child by another person, whether adult or child. Child abuse can be physical, emotional/verbal, sexual, or through neglect.[1]

California State penal code definition: "A physical injury which is inflicted by other than accidental means on a child by another person." It also includes emotional abuse, sexual abuse, neglect or abuse in out-of-home care. Child abuse does not include arguments between minors, "reasonable and necessary force used by a peace officer," or spanking that is reasonable and age-appropriate and which does not expose the child to risk of serious injury.

TNT's definition: Excessive discipline is abusive. For example, beating a child with a belt for accidentally spilling milk on the floor is abusive. Also, misdirected anger is abusive. If a parent who hits a child as soon as that child walks in the door after school for no reason other than the parent is angry about something unrelated to the child or is using drugs or alcohol, then the parent is being abusive. However, if a child runs into the middle of the street and the parent spanks the child for the purpose of teaching him or her the dangers of traffic, then the parent is disciplining the child.

Economic abuse

Economic abuse is using money to control someone. For example, giving an adult an allowance is abusive. Taking someone's money or forbidding someone from earning money is also abusive. Requiring that someone engage in illegal acts to "support the family" is also economic abuse.

Emotional abuse

Emotional abuse involves words or actions intended to threaten, humiliate, or control someone. Examples of emotional abuse include threatening to injure someone, threatening to kill someone, threatening to commit suicide, yelling, playing mind games, or using demeaning language intended to belittle someone. Emotionally abusive acts involve threatening someone with a weapon, locking someone in a closet or room, leaving someone stranded, stalking, treating someone like a servant, treating an adult like a child, or treating a child like an adult.

Physical abuse

Physical abuse is any form of unwanted physical contact or physical contact that results in injury. This includes slapping, hitting, kicking, punching, pinching, throwing things, throwing someone around, or using a weapon against someone. The criminal justice system considers many of these acts assault and/or battery which can result in the imprisonment of the perpetrator.

Sexual abuse

Sexual abuse includes forcing or pressuring someone to have sex, forcing someone to touch you sexually, physically attacking the sexual organs, treating someone like a sexual object, not taking "no" for an answer, having sex with someone who cannot give consent (someone who is heavily under the influence of alcohol or drugs), exposing an adult to sexual paraphernalia without their consent, or exposing a child to any sexual environment is sexual abuse.

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Teens on Target

Fact Sheet: Family and Dating Violence

Partner Violence

- **One out of four** eighth and ninth graders have been **victims of dating violence** in the U.S.[1]
- **One out of six** adult relationships in the U.S. **are abusive**.[2]
- In **two out of three** dating or partner violence cases in the U.S., the **abuser** had been drinking **alcohol** or using **drugs** at the time of the abuse.[3]

Role Of Guns

- **Guns** are used in **two out of three** intimate partner **murders** in the U.S.[4]
- In the U.S., cases of **family** or intimate **partner** violence **involving guns** are **12 times more likely to end in death** than those assaults that do not involve guns.[5]

Violence Against Women

- **85% to 95%** of dating or intimate **violence victims** in the U.S. are **women**.[6,7]
- **One out of three** women in the U.S. will experience **violence** from a ***date, boyfriend, husband, or ex-partner*** in her lifetime.[8]
- **Every 15 seconds** in the U.S., a woman is beaten by a ***boyfriend or husband***.[9]
- **96% of women killed** by a partner in the U.S. had a **history of being beaten** by the murderer in the past.[10]
- **Women are more likely to be killed** by a **boyfriend, husband, or ex-partner** than by anybody else in the U.S.[11,12]
- **38 women are killed each week** by a date, boyfriend, husband, or ex-partner in the U.S.[13]
- **70 to 90%** of women raped in the U.S. were ***raped by someone they knew***.[14,15]
- **Young women, low-income women, and African American women** are more often victims of assault and rape in the U.S.[16]
- In Oakland, California **suspects of domestic violence against young females tend to be older men** (five years older or more).[17]

Child Abuse

- **Child abuse** is harm to or neglect of a child by another person, whether adult or child. Child abuse can be physical, emotional/verbal, sexual, or through neglect. Child abuse happens in all cultural, ethnic, and income groups.[94]
- In the U.S., **an abuser of an adult partner** is also more likely to **abuse a child** in the family.[18]
- **Half of all men** who abuse their wives in the U.S. **also abuse their children**.[19]
- Each year in the U.S., between **3 to 10 million children witness family violence** between adults in the home.[20,21]
- Each year, three million children are reported abused or neglected.[22]
- In 1998, a California **child** was reported **abused** or neglected every minute.[23]

—Compiled in June 1999

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Session 5

Preventing Family and Dating Violence (Part 2)

Session 5

Preventing Family and Dating Violence (Part 2)

Session Overview:

Goals

- Identify reasons people stay in abusive relationships
- Identify solutions to prevent family and dating violence
- Identify community resources that provide assistance to individuals who are abusing, being abused, or know someone who is being abused/abusing

Objectives

- *TNT* Members will identify the stages of violence in an abusive family or dating relationship.
- Participants will identify signs of an abusive relationship.
- *TNT* Members will identify community resources that provide assistance to individuals who are abusing, being abused, or know someone who is being abused/abusing.

Materials Checklist

- ❑ Flip chart or chalkboard
- ❑ Markers or chalk
- ❑ Poster: Agreements (page 29)
- ❑ Poster: Ways to Prevent Family and Dating Violence (see "Before the Presentation," page 108)
- ❑ Post-It Notes
- ❑ Poster: Cycle of Violence in a Relationship (page 110)
- ❑ Handout: I Know Tim's Number by Heart *or* Maria Wears My Jacket (pages 114 *or* 115)
- ❑ Handout: Questions to Ask Yourself About a New Dating Partner (page 116)
- ❑ Handout: Teens on Target... On Family and Dating Violence (pages 95-96)
- ❑ Index cards
- ❑ (*Optional*) VCR and video (Choose a video clip from a current movie, documentary, or television show to generate further discussion on the cycle of violence within a relationship. See the Resource Guide for suggestions.)

Before the Presentation

- List the following heading on a poster/flip chart: "Ways to Prevent Family and Dating Violence."
- Before the workshop begins, hang up the "Ways to Prevent Family and Dating Violence" poster/flip chart in the front of the classroom.
- As participants enter the classroom, give each of them a post-it note. Instruct them to write down one way to prevent family and dating violence and then stick it on the "Ways to Prevent Family and Dating Violence" poster/flip chart.
- Draw the diagram showing the stages of violence in a relationship on a poster board or flip chart (tension; eruption of violence; honeymoon). (See Activity/Topic 1.)
- Photocopy "I Know Tim's Number by Heart" (female perspective) *or* "Maria Wears My Jacket" (male perspective) handout for participants.
- Photocopy "Questions to Ask Yourself About a New Dating Partner" handout for all participants
- Photocopy additional copies of "Teens on Target... On Family and Dating Violence" handout from Session 4 to distribute again at the end of this workshop.
- (*Optional*) Reserve a VCR.
- (*Optional*) Select a *brief* video clip from a current movie, documentary, or television show to promote further discussion on the cycle of violence within a relationship. (See the Resource Guide for additional suggestions.)

Total Instruction Time

45 to 70 minutes

Activity	Time Needed
Introduction/Review	5 to 10 minutes
1. Reasons people stay in abusive relationships	5 to 10 minutes
2. Solutions to prevent family and dating violence	30 to 40 minutes
Session Wrap-Up	5 to 10 minutes

Introduction/Review

(Time: 5 to 10 minutes)

1. **Ask participants:** What did we talk about in the last workshop?
   - Defined the problem of family and dating violence—discussed the different types of abuse.
   - Looked at some of the causes of family and dating violence.
2. Explain that **today's workshop will continue to cover family and dating violence**. We will be focusing on:
   - Talking about why some people stay in abusive relationships.
   - Coming up with **solutions** to prevent family and dating violence—looking for the warning signs and discussing what to do if you are being abused, are abusing, or know someone who is being abused/abusing
3. **Remind participants of the agreements** that were discussed in the first workshop.
   - Refer to poster board listing agreements (*should be displayed at all workshop sessions*).
4. **If they have not already done so, ask participants to place their post-it notes** on the "Ways to Prevent Family and Dating Violence" poster/flip chart.

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Reasons People Stay in Abusive Relationships

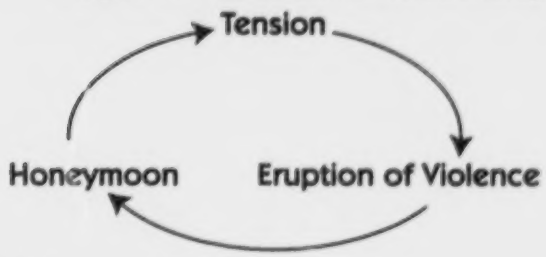
Activity 1

(Time: 5 to 10 minutes)

1. **Explain** that nobody *chooses* to be abused, but often people are convinced that they could not live without the person who is abusing them and that they don't have any options or any place else to go.
2. **Explain** that in most abusive relationships, whether it's an adult or teen relationship, there are three stages:

   (*Refer to prepared poster/flip chart and explain each stage.*)

Stages of Violence in a Relationship



Explain each stage:

1. **Tension:** An abusive relationship is mostly filled with tension.
   - Couples spend most of their time being unhappy, afraid, angry, or upset.
   - All relationships have *some* tension. This tension can be dealt with in a healthy way *or* it can lead to violence (a sure sign of an abusive relationship).
2. **Eruption of Violence:** When the tension builds up to an unbearable amount, violence occurs.
3. **Honeymoon:** After the violence stage has passed, the abuser tries to make up with the partner. During the honeymoon, the abused person is given a lot of love and attention from the abuser.
   - The honeymoon stage can be so nice that the person who is being abused is often convinced to stay in the relationship.
   - During the honeymoon stage, the abuser will often give gifts to the abused person (e.g., flowers, jewelry, clothes).
   - During this stage, the abuser often convinces the abused person that the violence will never happen again.
   - When the tension and violence returns, the abused person often holds on to the good feelings of the honeymoon stage and waits for that stage to return.

3. (*Optional*) **Play a short clip from a current movie, television show, or documentary** that shows the cycle of violence within a relationship (e.g., "What's Love Got to Do With It?"; "The Burning Bed").

Activity 2

Solutions to Prevent Family and Dating Violence

(Time: 30 to 40 minutes)

1. **Ask for a volunteer to read aloud** some of the post-it note responses listed on the poster "Ways to Prevent Family and Dating Violence."
2. **Explain** that two important ways for young people to prevent family and dating violence are:
   - Learning to recognize the signs of abuse in both family and dating situations
   - Learning where we can go for help if we or someone we know is being abused or abusing.
3. **Ask participants:** What are some possible signs of an abusive *dating* relationship? (*Write down all responses on the board/flip chart*) Be sure to include:
   - Always being put down by your partner.
   - Your partner doesn't respect your ideas or opinions.
   - Your partner wants to know where you are at all times.
   - Your partner takes control of who you talk to, what you wear, and how you spend your time.
   - You make excuses for why your partner hit you, saying that the other person didn't mean to do it.
4. **Distribute "I Know Tim's Number by Heart"** (female perspective) ***or* "Maria Wears My Jacket"** (male perspective) **handout** to all participants.
5. **Ask for a volunteer** to read the poem aloud.
6. **Ask participants:** Do you think this poem describes a healthy relationship or an abusive relationship? Why?
7. **Distribute "Questions to Ask Yourself About a New Dating Partner" handout** to all participants.
   - Instruct participants to complete this quiz either about a current dating partner or about someone they would like to date.
   - This quiz will help participants learn more about the signs of an abusive relationship.
8. **After participants have completed the quiz**, emphasize that being able to recognize the signs of an abusive dating relationship is one of the **solutions** to prevent dating violence.
   - Look for the early warning signs!
   - *TNT* members feel that if you're hit once, that's enough to know to move on.
   - It's *never* too late to get out of an abusive relationship.
   - No one deserves to be abused!

9. **Ask participants:** What are some signs of an abusive *family* relationship? (*Write down all responses on the board/flip chart.*)

   Responses may include:

   - Being hit, pushed, or beaten to the point of injury.
   - Not being allowed to bring anyone to the house.
   - An adult family member physically abusing another adult family member (e.g., your dad gives your mom a black eye).
   - Being scared to go home out of fear of what may happen.
   - Being told by the abuser to make up a story for why you have a bruise or a scar from being physically abused (e.g., "Say you fell down the stairs.")

10. **Ask participants:** Do you think that violence at home is a "family problem" or a "private matter?"

11. Explain that **we can't continue to think of violence in the home as a private matter.**

    - Many of the things we do are influenced by what happens or doesn't happen in our homes.
    - It's important that we recognize family violence and do something about it since our homes should be our safety zones, where we go when we need help, or when we just want some peace.
    - Realistically, home isn't a safe place for many people. Home has become a place where we may get hurt, and that's something we all need to deal with.

12. **Explain** that once we have identified an abusive situation, then the next important thing to do is to **ask for help**.

    - Whether you or someone you know is being abused or is abusing, no one needs to deal with this abuse alone.
    - Tell someone you trust and can talk to what's happening (an adult at school, a family friend, a relative, a friend's parent, etc.).
    - Identify (or ask for help in identifying) community resources that can help you.

13. **Ask participants:** Who is someone you trust and could talk to about what's happening if you or someone you know is in an abusive dating or family situation?

14. In Oakland and the East Bay, you can **call A Safe Place** (contact information is listed on the "Teens on Target... On Family and Dating Violence" handout).

    - They can help you find safety and will give you options and information.
    - They're also just there to listen, *confidentially*, 24 hours a day, 7 days a week.

Session Wrap-Up

(Time: 5 to 10 minutes)

1. **Remind participants of the topics covered in today's workshop:**
   - Talked about why some people stay in abusive relationships.
   - Came up with solutions to prevent family and dating violence—looking for the warning signs and discussing what to do if you are being abused, are abusing, or know someone who is being abused or is abusing.
2. Distribute **"Teens on Target... On Family and Dating Violence" handout** to all participants.
   - Explain that *TNT* members created this handout to reinforce some of the important topics we covered today.
   - Point out where the handout lists contact information for **A Safe Place** and other community resources.
   - Ask participants to look this over after class and share this information with their friends (*or review it now if time allows*).
3. **Ask if anyone has any questions** about today's workshop.
4. **Ask participants** what they liked about today's workshop and what can be improved.
5. Explain that the **next workshop** will focus on how alcohol and drug use can lead to violence.
6. **Distribute one index card to each participant.**
7. **Ask participants to write down two things** they learned today on their index cards.
8. **Collect** all index cards.
9. **Thank the group** for their participation.

I Know Tim's Number by Heart

I know Tim's number by heart.
I always call when I get home.
Because I know that he'll be waiting.
And he'll ask me where I've been.
And he'll ask me who I've seen.
I know Tim's number by heart.
Sometimes I call too late.
And he screams at me through the phone.
And he wants to know where I've been.
And he wants to know who I've seen.
I know Tim's number by heart.
But tonight I didn't get to call.
And now I feel sick in my stomach.
Because he's wondering where I am.
And he's imagining who I've seen.
And I'm afraid of what he'll do.
I know Tim's number by heart.

*Adapted from Los Angeles Commission on Assaults Against Women (LACAAW) *In Touch With Teens.*

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Maria wears my jacket.
It has my number on it.
And she never takes it off.
That's how I know she really loves me.
And my friends all know it too.
Maria wears my jacket.
When she doesn't I get pissed.
Because it means she doesn't love me.
And I make her put it back on.
And promise never to take it off.
Tonight I saw Maria without my jacket.
And I screamed and called her a bitch.
I told her she didn't love me.
And she just started crying.
And I don't see what's wrong.
Because I really love her.
Maria wears my jacket.

*Adapted from Los Angeles Commission on Assaults Against Women (LACAAW) *In Touch With Teens.*

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Questions to Ask Yourself About a New Dating Partner

Directions: Answer the following questions with a "Y" for "yes" or an "N" for "no."

1. Can you say what you like or admire about your partner?
2. Is your partner glad that you have other friends?
3. Is your partner happy about your accomplishments and ambitions?
4. Does your partner ask for and respect your opinions?
5. Does s/he really listen to you?
6. Can s/he talk about her/his feelings?
7. Does your partner have a good relationship with his/her family?
8. Does he or she have good friends?
9. Does he or she have interests besides you?
10. Does he or she take responsibility for his or her own actions and not blame others for his or her failures?
11. Does your partner respect your right to make decisions that affect your own life?
12. Are you and your partner friends? Best friends?

If you answered most of questions 1 through 12 with a "yes," it is likely that you are *not* in a relationship that's likely to become abusive. If you answered "no" to some or most of these questions, you may be in a relationship that has or will lead to abuse. You should be careful and talk to your partner about these issues. Please go on to the next set of questions.

13. When your partner gets angry, does he or she break or throw things?
14. Does your partner lose his or her temper easily?
15. Is your partner jealous of your friends or family?
16. Does your partner think you're cheating on him or her if you talk or dance with someone else?
17. Does your partner expect to be told where you have been when you're not with him or her?
18. Does your partner drink or take drugs almost every day, or go on binges?
19. Does he or she make fun of you or put you down?
20. Does your partner think there are some situations in which it's okay for a man to hit a woman or a woman to hit a man?
21. Do you like yourself less than usual when you've been with your partner?
22. Do you find yourself ever afraid of your partner?

If you answered "yes" to one or more of questions 13 through 22, you should be careful and think about ending your relationship for your own safety. Your partner may not want to talk about the problem or admit that he or she has a problem and needs to find ways of dealing with conflict without resorting to hurting others. It is more important that you leave the relationship alive with your self-respect and no bruises or broken bones!

*Adapted from *Oakland Relationship Abuse Prevention (RAP) Project Curriculum.*

Session 6

The Connection Between Alcohol, Drugs and Violence

The Connection Between Alcohol, Drugs and Violence

Session Overview:

Goals

- Identify the connection between alcohol and drug use and violence.
- Identify causes of drug and alcohol use.
- Identify solutions to prevent drug and alcohol-related violence.
- Conclude the *TNT* workshop series.

Objectives

- *TNT* members and participants will define "drugs" and identify drugs commonly used by youth.
- *TNT* members will identify the extent of the problem of drug and alcohol abuse in the United States.
- Participants and *TNT* members will identify reasons that youth use drugs and alcohol.
- *TNT* members will identify the linkages between alcohol and drug use and violence, focusing on how drugs and alcohol may increase an individual's chances of being either a victim or perpetrator of violence.
- Participants and *TNT* members will identify what youth can do to prevent alcohol and drug-related violence, focusing on not using drugs and alcohol, and not hanging out with people who use/abuse drugs and alcohol or sell drugs.
- Participants will practice talking a friend out of using drugs or alcohol.
- *TNT* members will identify community resources that provide assistance to individuals who are abusing drugs or alcohol.
- *TNT* members will review the main topics covered in the *TNT* workshop series.
- Participants will identify five things that young people can do to prevent violence in their communities.
- Participants will receive award certificates for participating in the *TNT* workshop series.

Materials Checklist

- ❑ Flip chart or chalkboard
- ❑ Markers or chalk
- ❑ Poster: Agreements (page 99)

- ❑ Poster: Reasons Why Young People Use Drugs and Alcohol (see "Before the Presentation," page 118)
- ❑ Handout: Teens on Target... On Alcohol and Drug Violence (pages 129-130)
- ❑ Picture of a young person from a magazine or a photograph to represent the character of George* for Activity 4: What Youth Can Do to Prevent Alcohol and Drug-Related Violence. (* You may choose to change the name depending on the cultural appropriateness for your group of participants.)
- ❑ Award Certificates for Participation for each participant (page 131)

Before the Presentation

- List the following causes for drug or alcohol use among young people on a poster board or flip chart:

  Reasons Young People Use Drugs and Alcohol

  - ➢ Availability and sales
  - ➢ Media and advertisements
  - ➢ Peer pressure and family influences
  - ➢ Seen as a way to forget problems
- Photocopy **"Teens on Target... On Alcohol and Drug Violence" handout** for all participants.
- Select a picture of a young person to represent the character of George. Choose one of the pictures supplied in the envelope in the back of this manual or cut one from a magazine. (*You may choose to change the name depending on the cultural appropriateness for your group of participants.)
- Identify local youth-friendly community resources that provide assistance to people who are abusing drugs or alcohol as well as to friends and family members of people who are abusing drugs or alcohol.
- Prepare "Award Certificates for Participation" for each participant.

Total Instruction Time

45 to 75 minutes

Activity	Time Needed
Introduction/Review	5 minutes
1. Defining the problem	5 minutes
2. Causes of drug and alcohol use	10 to 15 minutes
3. Linking drug and alcohol use to violence	5 to 10 minutes
4. What youth can do to prevent alcohol and drug-related violence	10 to 15 minutes
Curriculum Wrap-Up	10 to 25 minutes

Introduction/Review

(Time: 5 minutes)

1. **Ask participants:** What did we cover in the last workshop?
    - Talked about why some people stay in abusive relationships.
    - Came up with solutions to prevent family and dating violence—looking for the warning signs and discussing what to do if you are being abused, are abusing, or know someone who is being abused/abusing
2. Explain that **today's workshop will cover the connection between alcohol and drug use and violence**. We will be focusing on:
    - Looking at some of the causes of drug and alcohol use.
    - Looking at the connections between alcohol and drug use and violence.
    - Coming up with solutions to prevent drug and alcohol-related violence.
    - Wrapping up the *TNT* workshop series
3. **Remind participants of the agreements** that were discussed in the first workshop.
    - Refer to poster board listing agreements (*should be displayed at all workshop sessions*).

Defining the Problem of Alcohol and Drug Use

Activity 1

(Time: 5 minutes)

1. **Ask participants**: What are some of the different *types* of (recreational) drugs?

   Responses may include:

   - Alcohol
   - Marijuana/Pot
   - Cocaine
   - Crack
   - Speed
   - Crystal
   - Heroin
   - Acid (LSD)
   - Mushrooms
   - Uppers or Downers

2. **Ask participants:** How many of you believe that alcohol and drug use is a problem in our community and in the U.S.?

3. **Explain** that *TNT* believes that alcohol and drug use is a major problem in our community and in the U.S.

   - **FACT:** 32% (32 out of every 100) of youth surveyed in the U.S. have been offered drugs at school.
   - **FACT:** 79% (79 out of every 100) of youth surveyed in the U.S. have tried alcohol; 47% have smoked marijuana (47 out of every 100).

Activity 2

Causes of Drug and Alcohol Use

(Time: 10-15 minutes)

1. **Ask participants:** Why do you think young people use drugs? (*Write down all responses on the board/flip chart.*)
2. Explain that *TNT* **has identified these main causes** of drug and alcohol use among young people (*Refer to prepared flip chart/poster*):
   - Availability and sales
   - Media and advertisements
   - Peer pressure and family influences
   - Seen as a way to forget problems
3. **Briefly explain each cause**:
   - **Availability and sales:** The more available drugs and alcohol are in a community, the more likely they are to be used and abused by members of that community.

     FACT: There are more liquor stores in low-income communities. In 1996, Oakland's working and middle class neighborhoods had 15 liquor stores for every square mile. In the Oakland Hills (a nearby wealthy neighborhood), there was only one liquor store for every square mile.
   - **Media and advertisements:** The media (movies, television, music videos, and radio) often make young people feel that using drugs is "cool" and that everyone is doing it. Advertisements for alcohol and cigarettes often target young people.
   - **Peer pressure and family influences:** Many young people start using alcohol and drugs because of pressure from their friends or because they see their family members using drugs or alcohol. Some young people have family members who sell drugs "in order to pay for living expenses." (This is an excuse—there are other *legal* ways to earn money to pay for living expenses that won't land us in jail and destroy our bodies.)
   - **Seen as a way to forget problems:** Many young people think that drugs and alcohol will help them forget their problems. *TNT* believes that drugs and alcohol only help to create more problems. After you come down from being high or drunk, your problems are still there, and many times these problems become even worse because you are using.

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Linking Alcohol and Drug Use to Violence

Activity 3

(Time: 5 to 10 minutes)

1. **Ask participants:** Do you think there is a connection between the amount of violence in a community and the amount of drug and alcohol use in that community?
2. **Explain** that *TNT* believes that the more alcohol and drug use there is in a community, the more violence there is in that community.
   - **FACT:** Studies show that using drugs or drinking alcohol makes people more likely to act violently and to become victims of violence.
   - **FACT:** Over half of adult prisoners who committed violent crimes report using drugs or alcohol at the time of the crime.
   - **FACT:** Over 2/3 of the patients treated in emergency rooms for violence-related injuries have been abusing alcohol or drugs.
   - **FACT:** In 2 out of 3 dating or partner violence cases, the abuser has been drinking alcohol or using drugs.
3. Explain that **alcohol and drugs affect your *judgement***—they may cause you to react violently to a situation that you would normally not react violently to, or they may make you less able to defend yourself from an attacker.
4. Explain that **the business of drug dealing often leads to violence**.
   - Since drug dealing is an illegal business, there is no legal way to deal with the problems that occur between dealers, competitors, and buyers.
   - Violence is usually seen as the best way to keep a drug business organized and defended.
5. Explain that **many violent crimes are committed to support drug habits**.
   - Drugs like heroin, cocaine, and crack are very addictive and become costly habits.
   - People who are addicted will do whatever they must do to get their fix because without the drug, they will experience withdrawal (severe pain, vomiting, convulsions/shaking uncontrollably, hallucinations, and other terrible things).
   - It's hard for drug abusers to keep regular jobs, so they may support their habit illegally, which often leads to a life of crime and violence.

6. Explain that **most drug dealers in our neighborhoods are people close to our own age**, between 14 and 24—they're our friends and peers.
    - Some of us idolize people we know who sell drugs because of the material things they have (e.g., cars, jewelry, clothes) or we respect them out of fear.
    - Most of us don't think about what friends or peers who sell drugs in our neighborhood are doing. People say, "They're just doing what they have to do..." or "As long as it doesn't affect me...."
    - A lot of us don't think about how the sale of drugs *does* affect us and how it affects our neighborhoods (e.g., we're afraid to go out at night or wait outside for the bus).
    - Our peers are part of the problem that is breaking down our neighborhoods and making them unsafe.
    - As long as community members don't let the police know who's selling drugs in our communities, the dealers will continue to destroy our communities.

What Youth Can Do to Prevent Alcohol and Drug-Related Violence

ACTIVITY 4

(Time: 10 to 15 minutes)

1. **Ask participants:** What can young people do to prevent alcohol and drug-related violence? (*Write down all responses on the board/flip chart.*)

   Be sure to include and explain the following:

   - **Don't use drugs or alcohol:** Using drugs or alcohol puts you at increased risk of either becoming violent or being the victim of violence—it's not worth it.
   - **Don't hang out with people who use/abuse drugs and alcohol or who sell drugs:** Hanging out with people who use drugs or alcohol puts you at increased risk for becoming a victim of violence.
   - Discourage a friend or family member from using drugs or alcohol.
   - Refer friends or family members who are abusing drugs or alcohol to community resources that can help.

2. **Explain** that young people can also **become involved in community actions** to reduce alcohol and drug use.
   - A few years ago, young people in Oakland were part of a coalition (group) that was concerned about the effects of alcohol advertising on the community.
   - This coalition ended up passing a law that made it illegal to advertise alcohol on billboards in Oakland.
3. Distribute **"Teens on Target... On Alcohol and Drug Violence" handout** to all participants.
4. **Ask for volunteers** to read the suggestions listed under "How to Talk to a Friend or Family Member Who is Using or Abusing Alcohol or Drugs." ("First look for signs of trouble....")
5. **Explain that you are going to describe a situation about a guy named George.**
   - After describing this situation, you will be asking the participants to serve as the *experts* in advising George on what he should do.
6. **Show the picture representing the character of George.**

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7. **Read the following scenario:**

   This is your friend George. You and George have been friends since the third grade. Lately, you've noticed that George has been avoiding you and has been spending most of his time hanging out with some kids at school who have a reputation for using drugs. He's been missing a lot of classes and keeps coming up with lame excuses when you ask him what's going on. Also, sometimes when you see him, he seems really happy and hyper, and then other times he seems really depressed. You think that George may be using drugs. What do you say to him to find out if he's using drugs and to convince him to get help if he is?

8. **Reinforce** the suggestions listed on the **"Teens on Target... On Alcohol and Drug Violence" handout** as participants are giving advice to George.
   - Remind participants to **speak directly to George** as they are giving him advice.
   - Remind participants that they are trying to **find out if George is using drugs** and to **convince him to get help** if he is using drugs.

9. **Explain** that no one needs to deal with drug and alcohol abuse alone.
   - There are many resources in the community to provide assistance to people who are abusing drugs or alcohol, as well as to friends and family members of people who are abusing drugs or alcohol.
   - **Identify local youth-friendly community resources** that provide assistance.

Curriculum Wrap-Up

(Time: 10 to 25 minutes)

1. **Remind participants of the topics covered during the six *TNT* workshops:**
   - **Introduction: Youth Preventing Violence**—introduced the program and explored causes of violence and the role of youth in preventing violence.
   - **Gun Violence**—defined the problem, identified causes, effects, and solutions.
   - **Gang Violence**—defined the problem, identified positive alternatives to joining a gang, identified solutions.
   - **Family and Dating Violence**—defined the problem, identified causes, identified solutions, and identified community resources.
   - **The Connection Between Alcohol, Drugs, and Violence**—identified the connection, identified causes of drug and alcohol use, identified solutions, and identified community resources.
2. **Explain** that in a moment you will be dividing everyone into small groups.
   - Each group will be asked to answer one question related to what we covered during the *TNT* workshops.
   - Each group will have only **five minutes** to answer the question— work quickly!
   - Each group should choose one person to write down the group's answers.
   - You will be collecting each group's list of answers.
3. **Divide participants into small groups**—approximately 5 people per group.
4. **Ask each group to answer the following question:** What are five things that young people can do to prevent violence in our community?
   - Allow each group **five minutes** to develop a list of answers. *(Be sure to stick to the time limit and encourage participants to work quickly.)*
   - While each group is developing a list of answers, **walk around to each group to provide assistance.**
5. **Ask each group to share two items on their list.**
   - Encourage each group to share solutions that have not already been shared by another group.
6. **Collect** each group's list of responses.
7. **Emphasize** that there are *many* things that young people can do to prevent violence.
   - *TNT* members and other young people are working every day to prevent violence in our communities—get involved and do your part!

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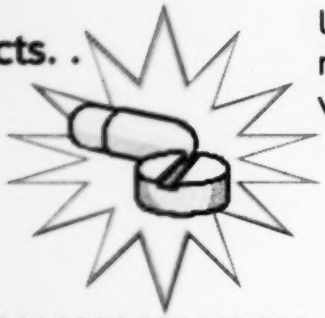
8. **Encourage participants to become *TNT* members** when they enter high school.
    - Explain who is eligible and how and when they can join *TNT*.
    - Provide *TNT* contact information. (How can they reach you?)
9. **Ask** if anyone has any questions about the program/workshops.
10. **Ask participants** what they liked about the program and what can be improved.
11. **Inform participants of how they can contact you** if they have any questions in the future.
12. **Distribute Award Certificates for Participation** to each participant.
13. **Thank the group** for their participation in the program.

On... Alcohol and Drug Violence

Some Facts. .



Using drugs and alcohol makes people more likely to act violently and become victims of violence.

–Grunbaum, J. (1998). *Adolescent Health*; Johnson, J., (1995). *Health Care Poor Underserved.*

Drinking alcohol makes a person two times more likely to commit suicide or to be murdered.

–Rivara. (1997). *JAMA.*

About three out of four people treated in the hospital for violent-related injuries had been using alcohol or drugs at the time. More had used alcohol than drugs.

–Buss et al. (1995). *J sub Abuse Treatment.*

One out of three teens have been offered drugs at school.

–Youth Risk Behavior Survey. (1997).

In two out of three partner violence cases in the U.S., the abuser had been drinking alcohol or using drugs.

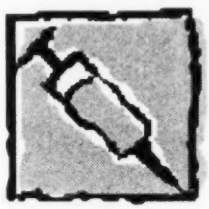
–Greenfield, et al. (1998).

Drugs, Crime and Death...

They Kill

Drinking alcohol and using drugs together makes a person 17 times more likely to commit suicide and 12 times more likely to be murdered.

–Rivara. (1997). *JAMA.*



Over half of adults arrested for violent crimes had been using alcohol or drugs at the time of the crime.

–Dept. of Justice. (1998).

63% of youth 12 to 17 years old arrested for violent crimes reported using drugs in the past year.

—Dept. of Justice (1998).

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Teens in Action . . .

What Youth Can Do to Prevent Alcohol and Drug Violence

1. Talk to a close friend who you think is using or abusing alcohol or drugs.
   - First plan out what you want to say, and how you want to say it.
   - Pick a quiet place and time to talk with your friend.
   - Don't talk to your friend when they are drunk or high.
   - Let your friend know you are doing this because you care.
   - Don't get into argument. If one gets started, walk away or say, "I'm not going to argue with you. I just wanted you to know that I was concerned."
2. Become a violence prevention advocate by joining a group that works to prevent violence in your school or community—like *TNT*!
3. Count the number of liquor stores and billboards in your community or near your school. Then talk to a teacher, counselor, principal, or *TNT* advisor about what you and other youth, with the help of adults, can do to get them removed!
4. Conduct a sting operation—see if liquor stores will sell alcohol and tobacco to minors. If they sell liquor or tobacco to you, call the Alcohol Beverage Control (ABC) to report them.

Alternatives to Drugs and Alcohol

- Play sports or try out for a school team (basketball, soccer, football, volleyball, etc.)
- Join a club or after school program (like Boys and Girls Club, Omega Boys Club, *TNT*, etc.)
- Ask your counselor or teacher about how to find a mentor (role model who can show you the ropes about life).
- Get a job to stay busy so you won't get bored and so you can earn money to do things you like and that are positive.
- Be a mentor to younger kids by spending time with them and telling them about the dangers of alcohol and drugs.
- Go shopping, play music, or do something you like with friends who don't drink or do drugs.
- Don't hang out with people who drink or do drugs—it's not worth the trouble of risking getting arrested or becoming addicted yourself.

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Certificate of Achievement

for

_____

Participant in the

Teens on Target Violence Prevention Workshop Series

_____ _____

Date Signed

Teens on Target

Background Paper 6: Alcohol & Drug Violence

Defining Alcohol and Drug-Related Violence

Alcohol and drug use and abuse are widespread in the U.S. Alcohol is currently used regularly by 51% of the population 12 years and older and 1/3 of adults have reported *abusing* drugs or alcohol at some point in their lives.[1] Young adults aged 18 to 25 years are more likely than any other age group to report illicit drug use in the past month.[2] Younger people are also experimenting with illegal substances at alarmingly high rates. Nearly 80% of high school students have reported trying alcohol and nearly 50% have tried marijuana at least once.[3] Finding illegal drugs to purchase is not an obstacle for youth. While at school, one out of three high school students have been offered drugs by their own peers.[4]

Why is it that we can walk to get any kind of gun, drug or alcohol that we want but we have to take the bus to get school supplies?

—Art, TNT member

Using drugs or drinking alcohol increases the likelihood that a person will become involved in violence, either as a perpetrator or a victim.[5] Drinking more than five drinks at any one time especially increases the likelihood that the drinker will be involved in violence.[6] More than any group, youth are likely to have been drinking right before a violent event.[7]

Alcohol and certain drugs are factors in many violent acts and crimes, including homicide and suicide.[8] Over half of adult prisoners who committed violent crimes in the U.S. reported using drugs or alcohol at the time of the incident.[9] For teens the connection is also high; 63% of youth 12 to 1- year-olds arrested for violent crimes in the U.S. reported using illegal drugs in the last year.[10] Furthermore, close to three out of every four patients treated in U.S. emergency rooms for violence-related injuries had been abusing alcohol or drugs.[11]

Alcohol and drugs are also significant contributors to domestic and dating violence. In two out of three cases of intimate partner violence, the abuser had been using alcohol or other drugs at the time of the assault.[12] As alcohol consumption by the perpetrator or the victim increases, risk of serious injury associated with dating violence also increases.

Causes of Alcohol and Drug-Related Violence

Drug and alcohol use can lead to violence by altering a person's brain chemistry and thus, their behavior. Drugs and alcohol can reduce a person's inhibition and lead a person to act in ways they would normally not act when sober. As a result of taking drugs or drinking alcohol, some individuals may become excitable, irrational, aggressive, and/or violent.[13] People who become excitable while using substances may easily become physically violent when threatened, confused, or angry. Other drugs may make a person lethargic or slow to react. People who are sluggish or have impaired judgement due to drugs or alcohol may not be able to defend themselves from an attacker or be able to identify a potentially dangerous situation.

Singers, rappers, and entertainers that make songs about drinking and drugs aren't thinking about the effect it will have on other people; they're just in it for the money.

—TNT member

Using drugs or alcohol is associated with gun possession, which in turn is associated with increased rates of violence, especially for youth. In one study, male high school students who drank alcohol or used marijuana regularly were twice as likely to carry a gun as male students who were not regular users of alcohol or marijuana.[14] Female students were 4 times more likely to carry a gun if they used alcohol or marijuana regularly.[15]

Selling drugs is also highly associated with gun possession and use. In the U.S., selling drugs increases the likelihood of owning a gun by at least 20%.[16] Drug dealers tend to carry a gun routinely (61%), own several guns at a time (71%), and most (83%) have fired a gun at somebody.[17]

Involvement in illegal drug markets, in general, increases the likelihood of perpetrating or being victimized by violence. Frequently, drug-related crimes are linked to drug marketing activities such as disputes between rival distributors or between buyers and sellers.[18] Because drug dealing is an illegal market, there are no legal venues to resolve disputes. Thus, violence may be used to block competition, to punish drug dealers for selling poor quality drugs, to collect unpaid debts, or to intimidate potential informants.

Cocaine, in particular, has been strongly associated with virtually all types of crime.[19] The growth of the crack industry has increased the number of drug dealers in urban areas and the violence related to dealing crack. The crack trade has been linked to more random acts of violence and homicides than any other drug industry.

Some drug users may commit violent crimes (e.g., robbery) in order to support a costly drug habit.[90] For example, the average heroin habit in the Bay Area can cost up to $100 per day[91] and total $36,500 per year. While abusing drugs, it can be difficult to maintain regular employment and drug addicts may need to resort to illegal activities in order to support their lifestyle.

Lastly, at the community level, or neighborhood level, locations with large concentrations of alcohol outlets are often hot spots for violent crime.[92] In 1996, Oakland working class and middle class neighborhoods had 15 liquor stores for every square mile. In the Oakland hills, a wealthy neighborhood, there was only one liquor store per square mile.[93]

References

[1] Substance Abuse and Mental Health Statistics. Statistics Source Book, 1998.

[2] Ibid.

[3] Centers for Disease Control and Prevention. *Youth Risk Behavior Survey*, 1997.

[4] Centers for Disease Control and Prevention. *Youth Risk Behavior Survey*, 1997.

[5] Johnson EM, Belfer ML. Substance abuse and violence: cause and consequence. *J Health Care Poor Underserved*. 1995;6(2):113-123.

[6] Ibid.

[7] Ibid.

[8] Rivara FP, Mueller BA, Somes G, Mendoza CT, Rushforth NB, Kellerman AL. Alcohol and illicit drug abuse and the risk of violent death in the home. *JAMA*. 1997;278(7):569-575.

[9] Ibid.

[10] Maguire K, Pastore AL, eds. *Bureau of Justice Statistics Sourcebook of Criminal Justice Statistics - 1997*. Washington DC: U.S. Department of Justice Office, 1998.

[11] Buss TF, Abdu R, Facs, Walker JR. Alcohol, drug, and urban violence in a small city trauma center. *J Sub Abuse Treatment*. 1995;12(2):75-83.

[12] Greenfield L, ed. *Alcohol and Crime: An Analysis of National Data on the Prevalence of Alcohol Involvement in Crime*. Prepared for the Assistant Attorney General's Office. National Symposium on Alcohol and Crime, Washington, DC, 1998.

[13] National Institute on Drug Abuse and Alcohol Abuse, 1999.

[14] Simon TR, Richardson JL, Dent CW, Chou CP, Flay BR. Prospective psychosocial, interpersonal, and behavioral predictors of handgun carrying among adolescents. *Am J Public Health*. 1998;88(6):960-963.

[15] Ibid.

[16] Sheley JF. Drugs and guns among inner-city high school students. *J Drug Education*. 1994;24(4):303-321.

[17] Sheley JF. Drug activity and firearms possession and use by juveniles. *J Drug Issues*. 1994;24(3):363-382.

[18] National Institute on Drug Abuse and Alcohol Abuse, 1999.

[19] Ibid.

[20] Ibid.

[21] San Francisco Health Department, 1999.

[22] Parker RN. Alcohol and homicide in the United States, 1934-1995, or one reason why U.S. rates of violence may be going down. *N Inst of Justice J*. October, 1998.

[23] Project Emerge. *The Changing Face of Substance Abuse: A Sobering Discussion of the Impact of Drugs and Alcohol on Oakland*. Oakland, CA, 1998.

If you sell crack, you're a straight traitor to your race, your family, and your community.

—Gideon, Oakland High School

Teens on Target

Fact Sheet: Alcohol, Drugs and Violence

- **One out of three** high school students have been **offered drugs** at school.[1]
- Almost **80%** of high school **students** have **tried alcohol** and almost **half** have tried **marijuana**.[2]
- High school **students** who drink **alcohol** or use **marijuana** *regularly* are **twice to four times as likely to carry a gun**.[3]
- Using **drugs** or drinking **alcohol** makes people **more likely to act violently** and to **become victims** of violence.[4]
- **Over half of adult** prisoners who committed **violent crimes** in the U.S. reported using **drugs or alcohol** *at the time* of the crime.[5]
- **Two out of three youth** 12 to 17 year olds **arrested for violent crimes** in the U.S. reported using illegal **drugs** in the last year.[6]
- Almost **75% of patients** treated in U.S. emergency rooms for violence-related injuries have been abusing **alcohol or drugs**. More had been abusing alcohol (62%) than drugs (12%).[7]
- In **two out of three dating or partner** violence cases in the U.S., the abuser had been drinking **alcohol** or using **drugs**.[8]
- People who drink **alcohol** are ***twice as likely*** to commit **suicide** or to be **murdered**.[9]
- People who use **drugs** are ***seven times more likely*** to commit **suicide** and **5 times more likely** to be **murdered**.[10]
- People who drink **alcohol *and*** use **drugs** are **17 times** more likely to commit **suicide** and **12 times** more likely to be **murdered**.[11]
- People are **11 times** more likely **to be killed** if they ***live with*** someone who uses **drugs**, even if they don't use drugs themselves.[12]
- In the U.S., **selling drugs** increases the likelihood of **owning a gun** by 20%.[13]

—Compiled in June 1999

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1 Centers for Disease Control and Prevention. (1997). *Youth risk behavior survey.*

2 Ibid.

3 Simon, T.R., Richardson, J..L, Dent, C.W., Chou, C.P., & Flay, B.R. (1998). Prospective psychosocial, interpersonal, and behavioral predictors of handgun carrying among adolescents. *Am J Public Health,* 88(6):960-963.

4 Johnson, E.M., & Belfer, M.L. (1995). Substance abuse and violence: cause and consequence. *J Health Care Poor Underserved,* 6(2):113-123.

5 Ibid.

6 Maguire, K., & Pastore, A.L., (eds.). (1998). *Bureau of Justice Statistics Sourcebook of Criminal Justice Statistics—997.* Washington DC: U.S. Department of Justice Office.

7 Buss, T.F., Abdu, R., & Facs, W. Jr. (1995). Alcohol, drug, and urban violence in a small city trauma center. *J Sub Abuse Treatment,* 12(2):75-83.

8 Greenfield, L., (ed.). (1998). *Alcohol and crime: An analysis of national data on the prevalence of alcohol involvement in crime.* Prepared for the Assistant Attorney General's Office. Washington, DC: National Symposium on Alcohol and Crime.

9 Rivara, F.P., Mueller, B.A., Somes, G., Mednoza, C.T., Rushforth, N.B., & Kellerman, A.L. (1997). Alcohol and illicit drug abuse and the risk of violent death in the home. *JAMA,* 278(7):569-575.

10 Ibid.

11 Ibid.

12 Ibid.

13 Sheley, J.F. (1994). Drugs and guns among inner-city high school students. *J Drug Education.,* 24(4):303-321.

The

Teens on Target

Resource Guide

Resource Guide

This resource guide supplements the *Teens on Target* (*TNT*) curriculum and contains brief reviews of printed, video, and electronic violence prevention resources. This resource guide is by no means exhaustive and serves as an example of the types of additional materials *TNT* trainers or peer educators may choose to incorporate into their trainings or presentations. Selection of supplementary materials should be based on trainers' experience and peer educators' familiarity with their target audiences.

We recommend that you request catalogs and preview copies of any materials before purchase, to make sure that the product will meet your needs and is appropriate for your audience. Most companies allow prospective buyers to preview materials free of charge prior to purchase. When selecting videos for previewing, please do not discount a video simply because of its length. It is often appropriate to show only a portion of a video.

The ordering information is current through April 2000. New videos and pamphlets are regularly being produced, and may have become available since the compilation of this guide. Youth appreciate a variety of teaching strategies and tools; some of the resources included here may enhance your presentation of *The Teens on Target Violence Prevention Curriculum.*

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Violence Prevention

PeaceTalks #1: Preventing Violence (1997)

BARY 30 minutes $69.95

First in a series of ten videos with Michael Pritchard. Explores the kinds of violence that teens face today. Middle and high school aged youth discuss the consequences of teen violence in a focus group format and provide youth with three basic strategies to reduce violence: predicting consequences, cooling down, and walking away. To order call Educational Media Corporation at 1-800-966-3382.

**Recommended*

Street Soldiers (1997)

Omega Boys Club 88 minutes $29.95

Narrated by Danny Glover. A documentary that presents the struggle of three young African American men to become street soldiers—"a person who eliminates violence from his or her own personal life and from the community. Discusses the risk factors for violence and the Omega Boys Club's treatment for violence. To order call the National Black Program and Consortium at 1-888-464-6272.

**Recommended*

Fighting Fair: Dr. Martin Luther King

HC 18 minutes $60.00

Produced by the Peace Education Foundation for youth in fourth through eighth grades. Combines conflict resolution with the history of the civil rights movement to create a powerful teaching tool. Demonstrates the conflict resolution process through the actual events of the civil rights movement. To order call the Health Connection at 1-800-548-8700.

Cage the Rage: Handling Your Anger

HC 18 minutes $89.00

This video is intended for youth in 7th through 12th grades. It provides insight for understanding the frustration in a conflict situation and ways of responding. Dramatic scenarios describe three teens who are taken by an "anger officer" through the Cage the Rage experience. Students learn about a plan for dealing with conflicts in a way that leads toward a positive resolution and promotes an attitude of self-control and self-responsibility. To order call the Health Connection at 1-800-548-8700.

A Vision of Hope: Preventing Violence (1997)

Preventing Violence: Hope in Action (1997)

Cal Image 45 minutes $24.95

Two videos intended for adults from the California Attorney General's Office. Experts and community leaders provide an introduction to the violence prevention field. Examines our culture of violence and describes how community leaders, parents, youth, and government are coming together to create violence free neighborhoods. To order call Cal Image at 1-916-638-8383.

Gun Violence

Kids Killing Kids, Kids Saving Kids (1994)

AIMS/Blockbuster 58 minutes $149.95 purchase/Free rental

Narrated by Malcom Jamal-Warner for students youth 9-18 years of age. Short dramatizations of highly diverse youth who use guns to resolve conflict with deadly consequences. Youth are given the opportunity to "go back in time" to resolve the conflict successfully without guns. Video also provides examples of teen peer educator violence prevention programs such as *Teens on Target*, Teen Line, and Resolving Conflict Creatively. Contact Blockbuster Video Customer Service to locate the nearest store with this video available for rent at 1-800-800-6767 or to purchase video, contact AIMS Multimedia at 1-800-367-2467.

**Highly Recommended*

Youth Want You to Know (1996)

CPHVAK 10 minutes FREE

From the Campaign to Prevent Handgun Violence Against Kids. California high school students provide youth with ways to be a part of the solution to prevent handgun violence against youth and demonstrate how youth are making a difference in their communities. Youth are encouraged to become part of the political process and to express their concerns about handgun violence against youth by writing to local papers, elected officials, and circulating petitions in their schools in their communities. To order call the Campaign to Prevent Handgun Violence Against Kids at 1-415-331-3337 or fax a request to 1-415-331-2969.

**Recommended*

Bullets Have No Names on Them (1994)

HC 22 minutes $99.00

Intended for high school students. Diverse youth talk about their encounters with guns and violence—when others were playing with a gun, attempting to steal, or in a drive-by shooting. Shows gang members who have decided that violence is too costly. Helps teens realize their risk of injury or death from guns, and challenges them to minimize that risk. To order call the Health Connection at 1-800-548-8700.

Tell My Mom I Love Her (1994)

HC 10 minutes $135.00

Intended for sixth to twelfth graders. Sensitize students to the pain suffered by surviving family members when youth use violence. A young man of 13 is about to leave for his graduation with his mom and proud grandparents, but his mom asks him to run a quick errand to the corner store. He is gunned down in the crossfire of a drug deal and dies before his mother can reach him. To order call the Health Connection at 1-800-548-8700.

Gangs and Violence

Peace Talks #8: Handling Peer Pressure and Gangs (1997)

BARY 30 minutes $69.95

Middle school and high school aged youth talk about their struggles with peer pressure and gangs. They provide youth with solutions to resist negative peer pressure, reasons not to join gangs, and talk about what it means to be a good friend-a person who cares about our safety and encourages us to do positive things for ourselves. To order call Educational Media Corporation at 1-800-966-3382.

**Recommended*

That Old Gang of Mine (1994)

BARY 50 minutes $125.00

Intended for youth in grades 6 to 12, staff, and parents. Portrays gang life and its dire consequences through the eyes of actual, remorseful gang members who ended up in prison. Incarcerated gang members tell their stories about why they joined a gang, who they hurt, and the price they paid. To order call the Bureau for At-Risk Youth at 1-800-99-YOUTH.

Cancelled Lives: Violence/Gangs (1998)

ETR 20 minutes $79.95

Gives a firsthand look at youth incarcerated in the juvenile justice system and adults serving hard time in prison for gang-related violence. Makes the connection between gang involvement, violence, and a life of crime. Presents a deterrent to youth who glamorize gang life. To order call Educational Media Corporation at 1-800-966-3382.

Family and Dating Violence

It's Not OK: Let's Talk About Domestic Violence (1998)

ABA 12 minutes $15.00

Produced by the American Bar Association and Walt Disney Company. This video is intended for use by professionals who are willing to conduct follow-up work-such as discussion groups, counseling, and referrals—with children who view it. The video was designed for use with children aged 7 to 11 or slightly older. Through interviews with fairly diverse youth, the video presents the experiences of children with domestic violence and provides ideas for staying safe during adult arguments. Ben Savage encourages children to develop a safety plan and go for help. To order call the American Bar Association at 1-800-285-2221 or fax 1-312-988-5568.

**Recommended*

Dangerous Relationships (1995)

HRM 29 minutes $189.00

Discusses abusive dating relationships. Includes footage of a diverse group of high school students talking about their experience of violence in relationships. Provides good modeling of group discussion on issues relation to abusive relationships. Also includes a dramatization of an abusive dating situation. Includes presentation of the signs and symptoms of possible violence, and information about what to do about abuse. Teacher's guide includes discussion questions and role-plays. To order call HRM Media at 1-800-431-2050.

**Recommended*

Acquaintance Rape, Drugs, and You (1997)

HC 18 minutes $195.00

Survivors, a detective, and counselors warn teens that rape is not just a danger in dark alleys, as they may believe; often it is committed by acquaintances and boyfriends. Sometimes they use drugs such as Rohypnol and GHB to make a girl unable to resist being taken from a public place and forced to have sex. To order call the Health Connection at 1-800-548-8700.

Alcohol, Drugs, and Violence

Peace Talks #9: Drugs, Alcohol, and Guns: Triggers to Violence (1997)

BARY 30 minutes $69.95

This video discusses the link between alcohol, drugs, weapons, and violence. Middle school and high school aged youth explore how drugs and alcohol can lead to violence and how to avoid the risks. To order call Educational Media Corporation at 1-800-966-3382.

**Recommended*

Meth... The Great Deceiver (1998)

Cal Image 15 minutes $19.95

Intended for teen audiences. Teens and experts explain the destructive nature of methamphetamine. Teens are warned of the damage to the body, addiction, lack of control, paranoia, violence, and death that can result from using the drug. Teens addicted to methamphetamine talk from their own experience. To order call Cal Image at 1-916-638-8383.

**Recommended*

Marijuana: Too Much is Not Enough (1998)

BARY 15 minutes $89.95

Marijuana is one of the most popular drugs among teens. Two teens tell how their addiction made them stop going to school and start hearing voices. Despite wanting to quit, these two teens could not beat their addiction. Students learn about this highly addictive and debilitating substance. To order call the Bureau for At-Risk Youth at 1-800-99-YOUTH.

Crack: Break Your Mother's Back (1998)

BARY 15 minutes $89.95

Two teens discover how crack addiction can leave a person homeless and destitute. Both teens used crack to block out emotional pain but found that the pain caused by crack addiction can be a downward spiral from which there is no escape. Both teens almost lose their families and their lives to their addiction but slowly trying to fight their crack problem and hope that their message can prevent other teens from making the same mistake. To order call the Bureau for At-Risk Youth at 1-800-99-YOUTH.

Pamphlets

The following catalogs offer a variety of health education pamphlets on violence including gun violence, gangs, peer pressure, alcohol and drugs, family violence, dating violence, and other topics.

- **Bureau for At-Risk Youth** (offers some titles in Spanish)
- **Connecticut Clearinghouse** (offers some titles in Spanish)
- **Educational Media Corporation**
- **ETR Associates**
- **The Health Connection**
- **Journeyworks Publishing** (offers some titles in Spanish)
- **KidsRights**

*See ordering information section at the end of this resource guide for contact information

Posters

The following organizations offer a variety of posters related to violence prevention which can be use to distribute to presentation sites or to hang in the *TNT* program office.

- **Bureau for At-Risk Youth**
- **Center to Prevent Handgun Violence**
- **Children's Defense Fund**
- **Family Violence Prevention Fund**
- **Rise High Projects, Inc.**

* See ordering information section at the end of this resource guide for contact information

Recommended Books and Curricula

Canada, G. (1995). *Fist, stick, knife, gun: A personal history of violence in America.* Boston, MA: Beacon Press. To order write to Beacon Press, 25 Beacon Street, Boston, MA 02108-2892.

Christoffel, T., Cristoffel, T., & Stephen, P. (1993). *Protecting the public: Legal issues in injury prevention.* New York: Oxford University Press. To order write to the Oxford University Press, 200 Madison Avenue, New York, NY 10016.

Davidson, O.G. (1998). *Under fire: The NRA and the battle for gun control.* Iowa City, IA: University of Iowa Press. To order connect to the University of Iowa website at www.uiowa.edu/~uipress.

Deltufo, A. (1995). *Domestic violence for beginners.* New York: Writers and Readers Publishing. To order write to Writers and Readers Publishing, Inc., P.O. Box 461, Village Station, New York, NY 10014.

Get real about violence: Grade 1-9 curriculum. (1993). Evanston, IL: Comprehensive Health Education Foundation. For more information write to AGC Educational Media, 1560 Sherman Avenue, Suite 100, Evanston, IL 60201. For free preview of materials call 1-800-323-9084.

Golden, M. (1995). *Saving our sons: Raising black children in a turbulent world.* New York: Bantam Doubleday Dell. To order write to Bantam Doubleday Dell Publishing Group, Inc., 1540 Broadway, New York, NY 10036.

Goodwillie, S. (ed). (1993). *Voices from the future: Our children tell us about violence in America.* New York: Crown Publishers. To order write to Crown Publishers, 201 East 50th Street, New York, NY 10022.

Oakland Men's Project. (1996). *Making the peace: Violence prevention curriculum.* Alameda, CA: Hunter House. To order write to Hunter House Inc., P.O. Box 2914, Alameda, CA, 94501-0914 or call 510-865-5282.

Oakland Men's Project. (1998). *Young men's work: Stopping the violence and building community.* Center City, MN: Hazelden Publishers. To order call Hazelden Publishers at 1-800-328-9000.

Parker, R.N., & Rebhun, L.A. (1995). *Alcohol and homicide: A deadly combination of two American traditions.* Albany, NY: State University of New York Press. To order write to the State University of New York Press, State University Plaza, Albany, NY 12246.

Prothrow-Stith, D. & Weissman, M. (1991). *Deadly consequences: How violence is destroying our teenage population—a plan to begin solving the problem.* New York: HarperCollins. To order write to Harper Collins Publishers at 10 East 53rd Street, New York, NY 10022.

Prothrow-Stith, D. (1987). *Violence prevention curriculum for adolescents.* Newton, MA: Education Development Center. To order call 1-800-225-4276.

Rivlin, G. (1995). *Drive-By.* New York: Henry Holt and Company. To order write to Henry Holt and Company, 115 West 18th Street, New York, NY 10011.

Rupesignhe, K., & Rubio, M., (eds.). (1994). *The culture of violence.* Tokyo, Japan: United Nations University Press.

Shakur, S., & Monster, K.S. (1993). *Monster: The autobiography of an LA gang Member.* New York: Atlantic Monthly Press. To order visit the website www.amazon.com or call your local bookstore for listings.

Second step violence prevention curricula: Pre-k-middle school. (1997). Seattle, WA: Committee for Children, 1997. To order call the Committee for Children at 1-800-634-4449.

STAR: Straight talk about risks: A pre-k-12 curriculum for preventing gun violence. (1992). Washington, DC: Center to Prevent Handgun Violence. For more information write to the Center to Prevent Handgun Violence, 1225 Eye Street, NW, Room 1150, Washington, D.C. 20005.

Violence prevention: A vision of hope. (1995). Sacramento, CA: Crime and Violence Prevention Center, California Attorney General's Office. To order write to the Crime and Violence Prevention Center at P.O. Box 94244-2550, Sacramento, CA 94244-2550 or call (916) 324-7863.

Ordering Information

We recommend requesting catalogs from these providers. Many offer a wide variety of pamphlets and videos and will provide free preview copies of all materials on request. New videos become available each year, and youth appreciate up-to-date materials.

AIMS Multimedia/Pied Piper
9710 DeSoto Avenue
Chatsworth, CA 91311
1-800-367-2467
1-818-773-4300
WebMaster@aims-multimedia.com

American Bar Association
Commission on Domestic Violence
740 15th Street, NW
9th Floor
Washington, DC 20005-1022
1-800-285-2221

The Bureau for At-Risk Youth (BARY)
135 Dupont Street
P.O. Box 760
Plainview, NY 11803-0760
1-800-99-YOUTH
www.at-risk.com

Cal Image Marketing
11333 Sunrise Park Drive
Rancho Cordova, CA 95742
916-638-8383
* Crime and violence prevention video resource library

California State Attorney General's Office
Crime and Violence Prevention Center
1300 I Street, Suite 1150
P.O. Box 944255
Sacramento, CA 94244-2550
916-322-2796
www.caag.state.ca.us/cvpc
*videos and publications

Campaign to Prevent Handgun Violence Against Kids
454 Las Gallinas Avenue, Suite 177
San Rafael, CA 94903-3618

415-331-3337

Children's Defense Fund
25 E Street, NW
Washington, DC 20001

www.childrensdefense.org

Connecticut Clearinghouse
334 Farmington Avenue
Plainville, CT 06062

1-800-232-4424

www.ctclearinghouse.org

Education Development Center, Inc.
555 Chapel Street
Newton, Massachusetts 02458-1060

1-800-EDC-1002

*limited violence prevention resources

Educational Media Corporation
PO Box 21311
Minneapolis, Minnesota 55421-0311

1-800-966-3382

*curriculums, books, videos, and games

ETR (Education, Training, and Research) Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830

1-800-321-4407

*Videos and pamphlets

Family Violence Prevention Fund
383 Rhode Island Street, Suite 304
San Francisco, CA 94103-5133

415-252-8900

www.igc.apc.org/fund

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Health Connection (HC)
55 West Oakridge
Hagerstown, MA 21740

1-800-548-8700

www.healthconnection.org

*extensive violence prevention resources: videos, pamphlets, training

HRM Media
175 Tompkins Avenue
Pleasantville, NY 10570

1-800-431-2050

Journeyworks Publishing
P.O. Box 8466
Santa Cruz, CA 95061-8466

1-800-775-1998

www.journeyworks.com

*pamphlets

KidsRights
10100 Park Cedar Drive
Charlotte, NC 28210

1-800-892-KIDS

*pamphlets

National Resource Center for Youth Services
202 W 8th Street
Tulsa, OK 74119-1419

918-585-2986

www.nrcys.ou.edu

*Books, videos, training materials

Rise High Projects, Inc.
Box 329
P.O. Box 579002
Chicago, IL 60613

*posters

Violence Prevention Resources

Center to Prevent Handgun Violence
Handgun Control, Inc.
1225 Eye Street NW, Room 1150
Washington, DC 20005
202-289-7319
www.handguncontrol.org/helping/cphv.htm

Center for the Study and Prevention of Violence
University of Colorado
Campus Box 442
Boulder, CO 80309-0442
303-492-1032

Children's Safety Network
55 Chapel Street
Newton, MA 02458-1060
617-969-7100

Handgun Control, Inc.
10951 W. Pico Blvd, Suite 100
Los Angeles, CA 90064
310-446-0056, ext. 15
www.handguncontrol.org

Handgun Epidemic Lowering Plan (HELP) Network
2300 Children's Plaza, #88
Chicago, IL 60614
312-880-3826
www.childmmc.edu/help/helphome.htm

Kids Safe Education Foundation
17939 Chatsworth Street, #525
Granada Hills, CA 91344
818-363-3251
www.kidssafe.org

King Institute for Nonviolence

5042 Wilshire Blvd, #148

Los Angeles, CA 90036

213-662-1715

National Crime Prevention Council

1700 K Street, NW, Second Floor
Washington, DC 20006-3817

202-466-6272

www.ncpc.org

Pacific Center for Violence Prevention

San Francisco General Hospital
Building One, Room 300
San Francisco, CA 94110

415-821-8209

www.pcvp.org

Select Committee on School Safety

California State Department of Education
State Capitol, Room 5114
Sacramento, CA 95814

916-445-2104

www.cde.ca.gov

Women Against Gun Violence, Los Angeles

8800 Venice Blvd. #302
Los Angeles, CA 90034

310-204-2348

Women Against Gun Violence, Santa Barbara

1187 Coast Village Road, Suite 123
Santa Barbara, CA 93108-2794

805-568-5583

Recommended

Violence Prevention Websites

Recommended Violence Prevention Websites

ABA Commission on Domestic Violence
www.abanet.org/domviol/home

Children's Defense Fund
Safe Start
www.childrensdefense.org/safestart

Children's Safety Network
www.edc.org/HHD/csn

Family Violence Prevention Fund
www.igc.apc.org/fund

Handgun Control, Inc./ Center to Prevent Handgun Violence
www.handguncontrol.org

Handgun Epidemic Lowering Plan (HELP) Network
www.childmmc.edu/help/helphome

Hands Without Guns
www.handswithoutguns.org

Johns Hopkins Center for Gun Policy and Research
http://infosys.jhsph.edu/centers/gunpolicy/default.cfm

Join Together Online
www.jointogether.org

National Center for Injury Prevention and Control
(Centers for Disease Control)
www.cdc.gov/health/violence

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National Network of Violence Prevention Practitioners
www.edc.org/HHD/NNVPP

Pacific Center for Violence Prevention
www.pcvp.org

Partnership Against Violence (PAVNET)
www.pavnet.org

Violence Policy Center
www.vpc.org

Youth ALIVE!
www.youthalive.org

Telephone Hotlines for Educators and Youth

Alcoholics Anonymous	
National Office	1-212-870-3400
Bay Area Central Office	1-510-839-8900
Latino Grupo De Alcolicos Anonimos Spanish speaking AA in Oakland, CA	1-510-436-3926
Alanon World Wide (Spanish available) Support meeting schedule for friends and family of alcoholics	1-800-344-2666
California Youth Crisis Hotline (24 hours)	1-800-843-5200
Child Abuse Hotline	1-800-422-4453
Covenant House Youth Crisis and Runaway Nineline (24 hours)	1-800-999-9999
National Alcohol/Drug Helpline	1-800-662-HELP
National Domestic Violence Hotline	1-800-799-SAFE

The

Teens on Target

Curriculum Appendices

Appendix A

Story from Sherman Spears

Youth ALIVE! Staff Member

I grew up in Los Angeles from the age of 8 to the age of 14. In L.A. I lived with my grandmother and had a really boring life. I went to church something like five days out of the week and spent the remaining days in the house. At the age of 15 I moved to Oakland to live with my mother and that's when my life began to get flowing.

Photo ©1996 Russ Curtis

My new friends were more into making money than smoking and drinking. After a while we noticed that our names were starting to ring on the streets, and people we never really met were going out of their way to speak to us. As time went on and our fame grew people started to categorize the role each of us played in our group. The role I inherited was the warlord or troublemaker. With the acceptance of this title it meant that anytime another group had a problem with us and if they thought they might want to do something about, it would fall upon me to confront and deal with it. We fought frequently and rarely lost, that gave me the reputation of somebody you didn't want any trouble with.

Fighting became my all time favorite pastime and I liked nothing better than that. It also put me in the position that younger people wanted to work for me so my reputation would protect them. At the age of 17 I had cars, money, and guns to protect them with. I started getting into trouble with the police. My life was getting to be a job and it was getting to be dangerous. So I decided it was time to get out and start a real life, only to find out it wasn't that easy. I had people that depended on me to give them the means to make their money, and they counted on and almost demanded that I continue.

After awhile, I finally found a way out (I thought) and began to live what I thought was a straight life. I went out and got a everyday nine to five as a journeyman at a painting company, paying somewhere between $14 to $15 per hour. Me and one of my partners found an apartment in Fremont that was close enough to go visit in Oakland, but too far for anybody to travel to drop by.

Everything seemed to be going perfect, I had a cool, legit job, a tight two bedroom apartment away from the city, and I was out of the fast life. One day, I woke up and looked out the window in time to see two guys coming up plus one more of them I had had an argument with earlier that day. He pointed an uzi at me. I asked him what was he going to do, shoot me? He said, "No, I just want to talk to you."

BEST COPY AVAILABLE

I walked to the frame of the front door and saw the other two people standing on the stairs and I froze in the door way. I told the guy with the gun that he was wrong for coming up there with a gun and that he better leave. At that point I tried to turn and run back into the house, but my body didn't follow my command.

I heard the other guy say, "Here use this", and hand him a 38. handgun. I saw him raise the gun and fire it point blank at my head. The force of the bullet lifted me up and slammed me into the door and broke it in half.

With the door to support my body I stumbled back into the apartment and saw him fire two more times, not really feeling the impact of the bullets but seeing the fire come from the barrel. With the sight of the last shot I lost my footing and fell lying on my back waiting for him to appear over me to fire the last shot to kill me. He never appeared, so I laid there waiting for death to come. As things started to get dark I remember thinking, is this what death is? Am I dead? Where is the bright light that everyone talks about? After awhile I heard a voice that to this day I believe it was God saying, " Tisk, Tisk Tisk, what am I going to do with you? I send you to jail and you promise if I let you out you will do better and you don't. I send you to jail for longer and you promise if I let you out you'll do better and you don't. Now look at what you made me do. Now it's up to you, what do you want to do live or die?"

I chose to live, and I woke up in the recovery room of the hospital looking into my mother's tear filled eyes. It was at that point that I realized that everything I've done and everything I do affects everybody in my life. All because I spent so much of my time building up a reputation as a man that wasn't afraid and was potentially dangerous. Although I considered myself out of the lifestyle, everybody else wasn't aware of that fact. So once confronted with the fact that he had pulled the gun on me, my reputation left him no choice but to try to kill me.

Today, two of the gunmen are in jail doing 65 to life. One of the gunmen died less than two days later. And I'll spend the rest of my life paralyzed and confined to a wheelchair. I believe if you asked any of us, "was it worth it?", I'm positive the answer would be, "No". So keep in mind while you're reading this article that it's not just something somebody made up to try to change your lifestyle; it's somebody that led that lifestyle trying to let you know that it's not cool and there's no future in it.

That's my story and I know some of you are saying, "That's not going to happen to me because I'm not in that lifestyle or I'll smoke anybody that came at me like that." It's hard for any of us to listen to a story of another person getting hurt and picture ourselves in that position, but we need to realize that nobody in that position ever thought they'd be there either. As long as one person feels he has to prove himself to another or that he has to get even for some wrong done to him or one of his friends, then anyone of you can find yourself in a dangerous position. It was different when the game was you have a fight, win or lose, it's over. Now you have a fight, you win, they go get their gun and their friends. Now the whole thing is all of a sudden something totally different. The person you fought with may feel

he has to redeem himself in the eyes of his friends, and now the situation is out of control. Don't let me give you the impression that you have to be a part of a conflict to get caught up in the violence of today, because more often then not innocent people get trapped too.

A cousin of mine who was 16 years old, never bothered anybody and never sold a gram of dope, was walking to the corner store one day when a car came by spraying the block in a drive by attempt to shoot the local high baller. They missed him, but killed my cousin and three other people in the store. The shooting was labeled drug related and never solved. The shooting was a tragedy, but it wasn't political and it wasn't sensationalized by the media, so like so many of the senseless ends to young lives today, it went unreported and was felt by no one except his mother and family. Think about this when you are confronted with a situation that you have the choice of walking away from.

Although we think that when we go everybody will miss us, let me tell you what I know will happen after you're gone. First your mother will get a call from the police, telling her that you're dead or that you're in the hospital. (Which one is worst I don't know.) If you're dead she has to go and I.D. the body and if it's the hospital, she has to wait to hear if you'll live or die. Either way she'll loose all her will to live.

Everybody will come tell her how much they love you and miss you. If you live then you have the chance to improve your life, but if you die then at least two lives are destroyed yours and hers. They'll put you into a box, have a funeral that will financially strap your family. People will come from all over to attend, because teen funerals are fashion shows and gossip pieces. People you don't even know and who probably didn't know you will be there just to be seen. You'll be lowered into the ground, some words you won't get to hear will be said over you. They'll cover you with dirt and put a stone to mark the grave, if you're mother can pay for it, and life will go on for everybody except your mother and you. Friends will say how they plan to visit your grave and they may once or twice, then it will fade away.

The truth is that after a few weeks you become an after thought. Once in awhile somebody may say "I miss 'so and so' and everybody will play remember when, and they'll pour some of their drink to the ground and say, "This is for my dead homies that aren't here." Then, the memory will fade until the next time.

Us teenagers think there's a lot of glory in dying for our partners or what have you, but I can't see the glory in it, can you? The way I see it is, when you're dead your dead, period. I've told you all this in order to help you understand that the only place we're going as a people by way of violence is greater violence. We all have a vision of how the perfect world would be, but we haven't tried to do what it would take to make today a better world. It starts with you putting all the little frustrating things to rest and starting to build a safe environment by your example.

+ 1994

I'm Only 17

The day I died was just another day. Man, how I wish I had taken my ride! Instead, I walked to the cleaners. I remember stopping at the corner to see all the homeboys. They were all kicking back, sharing stories about last night's party and all the rucas (girls) that were there. Some of the homies were smoking yesca (weed) and the others were drinking some beer. I looked at the clock in the tienda (store), it was 5:30 and the cleaners closed at 6:00, so I said "Alrato" (later) to the homies. One of my homeboys and me went to the cleaners to pick up my jefita's (mother's) dresses.

It doesn't matter how I died. I was just walking through the wrong neighborhood, you know? I was enjoying my freedom and having fun. The last thing I remember was walking down the calle (street) with a homeboy, and seeing a crucha (car) pull up next to me, going real slow. I heard the words, "Where you vatos (guys) from?" I heard a loud ringing in my head. I felt a terrible jolt in my body. My body flew to the ground. My whole body was turning inside out, or at least it felt that way. I heard myself screaming because the pain was so intense and my homeboy, I don't know what happened to him.

Suddenly I woke up. It was real quiet. The Jura (cops) were standing over my body. Then I saw a doctor. My body was all in pieces. I was drenched in blood. Pieces of buckshot from the bullet were piercing my body. Funny, I couldn't feel a thing.

"Hey! Don't pull that sheet over my head. I can't be dead, I'm only 17! I've got to meet the homeboys tonight. I'm supposed to grow up, have a firme (good) life. I haven't lived yet-I can't be dead!"

Later that night I was placed in a drawer. My jefita (mother) had to identify me. Why did she have to see me this way? Why did I have to see that terrible look in my jefita's (mother's) eyes? When she saw me, she told the vato (guy) in charge, "Si, el es mi hijo." (Yes, he is my son.)

The funeral was weird. I saw all my relatives and homeboys walk up to the casket, to see me for the last time. They passed by, one by one, looking at me with the saddest eyes I've ever seen. Some of my homeboys were crying, a few rucas (girls) touched my hand and cried as they walked away.

"Please... somebody... wake me up!! Get me out of here! I can't bear to see my jefita (mother) so broken up. My abuelitos (grandparents) are so wrecked with pain, they can hardly walk. My little carnal (brother), Arturo, y mi hermana (and my sister), Susie, are like zombies. They move like robots. Everyone is in a daze!"

"Please don't bury me! I'm not dead! I have a lot of living to do. I want to run and laugh again. I just want to sing and dance. Please don't bury me! Please God, just give me one more chance. I'm only 17!"

*Adapted from *Barrio Warriors Magazine*, 1992.

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Appendix C

TNT in the News

TNT has had the opportunity through print and electronic media to demonstrate to the public that youth can be leaders in violence prevention, and that gun violence is a public health problem which can be prevented. TNT has been featured in local, state, and national newspapers, magazines, journals, and on radio and television, including PBS, CNN and MTV.

In 1994, TNT was recognized by President Bill Clinton as one of nine programs in the country doing outstanding work in the field of youth violence prevention.

BEST COPY AVAILABLE

In 1996, TNT received the U.S. Department of Justice's first "Crime Victim Service Award" from U.S. Attorney General Janet Reno.

Friday, May 15, 1999

TEENS AGAINST GUN ADS

*On May 15, 1999, **Teens on Target** members held a press conference outside the offices of the **Oakland Tribune**. The peer educators were asking the Tribune to stop running advertisements for handguns and assault weapons.*

The Oakland Tribune
Tuesday, May 13, 1997

11-year-old shooting victim on road to recovery

By Victoria Hudson
STAFF WRITER

OAKLAND—Two months after being shot in the chest at near point-blank range, 11-year-old Marilyn Valencia has turned a corner on her road to recovery, say doctors at Children's Hospital Oakland.

The Sobrante Park Elementary School fifth-grader remains in critical condition in the intensive care unit following six operations, including one to remove a kidney.

She is on a ventilator. A tracheotomy keeps her from talking. But she can communicate with others and watches television.

"She's awake and communicating with her family, and will be in the intensive care unit another two or three weeks," said Dr. Marilyn Butler, the girl's surgeon.

"She's going to need a period of rehabilitation to regain her strength after she gets off the ventilator, and to return to school and daily living," Butler said. "She has overcome the odds for surviving. There's been a lot of ups and downs, but she seems to be finally turning the corner."

The March 11 shooting happened shortly before noon in a flood-control channel behind homes in the 6700 block of Catron Drive in East Oakland. Police said Valencia was one of about six students hanging out there when she and the alleged shooter began horsing around and tempers flared.

The 13-year-old suspect initially told police he found the gun that day. Police traced the gun from Havre, Mont., where it was purchased, to Berkeley, where it was stolen in a car burglary allegedly committed two days before Valencia was shot.

LAURA A. ODA - Staff

Teens on Target members Theron Hobbs, left, Yolanda Johnson and David Mills share solutions for gun-related violence.

Police say the car burglary suspect gave the gun to the 13-year-old boy on March 10.

The incident was the first of three shootings involving East Bay teenagers to occur within one week.

On March 13, Thanh "Teriy" Nguyen, 16, was shot to death execution-style while playing basketball at Lincoln Square Recreation Center. The following Tuesday, 18-year-old Berkeley resident Yaheem King died after being shot in the head at a friend's party.

Angered and saddened by the recent tragedies, the group Teens on Target held a press conference last week in an East Oakland cemetery to offer solutions to curb youth violence.

Requiring gun owners to store their weapons at warehouses set up near shooting ranges and hunting areas, and implementing a police crackdown on illegal gun dealers are two of the five solutions the teenagers plan to present to local and state officials.

A program of Youth ALIVE!, a nonprofit public health agency, Teens on Target trains urban young people to work toward preventing violence.

Members will testify today at the Alameda County Board of Supervisors meeting on proposed ordinances relating to the sale of junk guns.

Teens on Target member Rosa Chavez; a Castlemont High School freshman, attends school with the older brother of the 13-year-old James Madison Middle School student charged with attempted murder in the Valencia shooting.

Staff writer Harry Harris contributed to this report.

The Oakland Tribune
Friday, March 27, 1997

Students offer Oakland schools new security plan

Video on domestic violence

Commemorating the 100th National Social Work Month,this April, Highland Hospital Is hosting a free premier from 1 to 3 p.m. today of "Victims of Rage," an informative education video on domestic violence. Written by Highland's medical social worker Elizabeth King-Reed, the video Is designed for professionals who deal with domestic violence issues as well ',as community groups, families and victims. King-Reed leads anger management classes for male and female abusers and support groups for domestic violence survivors at the hospital.

RON RIESTERER - Staff

Dawn Humphrey and other students put up posters about recent violence before presenting their five-point plan to improve security at Oakland schools.

By Ben Charny

STAFF WRITER,

OAKLAND - Backed by a petition signed by more than 800 people, Oakland Unified School District students Thursday presented a five-point plan to heighten the level and effectiveness of security at their schools.

The proposals, supported by Oakland Unified School District board members Noel Gallo and Jason Hodge, includes more training for the 0 security officers patrolling OUSD campuses, evaluating their performance more frequently and establishing a grievance procedure to hear students' complaints &out security guards' behavior.

"There have been fights occurring because of tension and argument," said David Miles, a Castlemont High School senior who helped draft the proposals. "But security just sits and listens to the verbal part, and don't step in. They need more training."

The student plan demands year-round training for security officers, and to teach them cultural sensitivity, training in recognizing sexual harassment, conflict resolution skills and gang awareness.

Security guards now receive about eight hours., of training when they are first hired. Those hired in the middle of the. school year do not get any training.

Students also want security guards to be evaluated four times a y ear. Evaluations are not currently administered.

The students also want-a senior. campus supervisor at each of the city's six high schools full-time. The district does have supervisors on campus, but none are assigned permanently to one school.

"Right now there is little or no supervision and support for security guards on campuses," the proposal presented Thursday reads.

On Thursday, Gallo nodded in agreement as students read from the, five proposals during their presentation in front of Fremont High School.

"It is sad our students have to come forward and push adults into action," Gallo:said afterwards.

Hodge said the students. proposal will likely be merged with the district's own plan for increased security. The district's entire security plan, estimated to cost about $7 million, will be debated by the OUSD board April 1.

But the security forces' shouldn't share the blame for the problems on campus.

"We have failed as an entity to support our own security forces," Hodge said.

The plan was drafted before events across the country this week focused even more attention on school security.

In Jonesboro, Ark., students Mitchell Johnson, 13, and Andrew "Drew" Golden, 11 are accused killing English teacher Shannon Wright and four students Tuesday during a fusillade. from a wooded ridge behind the school. Eleven other people were wounded, including five who remained hospitalized today.

At Fernando Rivera Intermediate School in Daly City, a 13-year-old boy allegedly tried to shoot the school's principal this week.

This school year, two shooting incidents near Oakland campuses have brought special attention to the fear of violence.

First, in October, a drive-by shooting killed a McCiymonds High School junior and injured another student as they sat in a van parked near: the school. In January, a gang-related, drive-by 'shooting injured two Fremont High School students as they ate lunch near the street.

Those incidents, together with numerous others acts of violence, have led politicians and parents to devote unusual attention to school safety. this year. Assemblyman Don Perata held forums on the issues, and released a plan calling for better training for campus security officers and more parents patrols and buses,

Even Oakland Police Chief Joseph Samuels Jr. entered the fray, calling for the small Oakland schools police to be merged into the city force.

Staff writer Jonathan Schorr contributed to this report.

The Sacramento Bee

April 8, 1997

Panel approves 4 handgun bills

'Saturday Night Specials' targeted

By Dan Bernstein

Bee Capitol Bureau

Legislation to ban the manufacture or sale of cheap handguns - commonly known as "Saturday night specials" - and to limit handgun purchases to one per month was approved Tuesday by a key Assembly committee.

The Assembly Public Safety Committee passed another pair of bills to allow cities and counties in California to enact tougher gun-control laws than exist at the state level.

Passage of those four bills marked a turnabout from the last legislative session, when a series of gun-control bills died in the same committee amid strong opposition from gun-owners groups and Republicans.

I think it's exciting for us to see some of the fruits of grass-roots organizing that has been done by so many groups," said Barrie Becker of the Legal Community Against Violence, a handgun control group.

"We know it's not going to be easy to get these bills off the (Assembly) floor," she added, "but we have so many coalition partners watching and working these bills that we're pretty charged up about it."

Unlike last year, the public safety committee is now controlled by Democrats, who have been more supportive of gun-control measures than Republicans. So Tuesday's vote Was not unexpected.

Bee photograph/Jose Luis Villegas

Gun-control rally at the Capitol

Oakland-based Teens on Target was at the Capitol on Tuesday to urge passage of gun-control bills before Assembly committees. Sherman Spears, 28,right, paralyzed by gunfire, was part of the group.

Still, Assemblyman Louis Caldera, D-Los Angeles, who is carrying the "Saturday night special bill," said that he was encouraged because some Republicans on the committee abstained from voting on the measure rather than opposing it.

Caldera's bill, AB 488, would, make it a misdemeanor to manufacture, sell, furnish or possess an "unduly hazardous firearm" - defined as a concealable weapon that may not be imported under federal law.

The bill also would require that all concealable firearms sold after mid-1999 contain a trigger-locking device and for the state Department of Justice to compile a "junk gun" roster for guns without those devices.

Supporters of the bill argue that the guns targeted by the measure are unsafe and are involved in a disproportionate number of killings.

Opponents argue that banning them would discriminate against poor people who can't afford more expensive handguns.

The committee also approved AB 532, by Assemblyman Wally Knox, D-Los Angeles, which would make it a misdemeanor for anyone to purchase more than one

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Character Photographs

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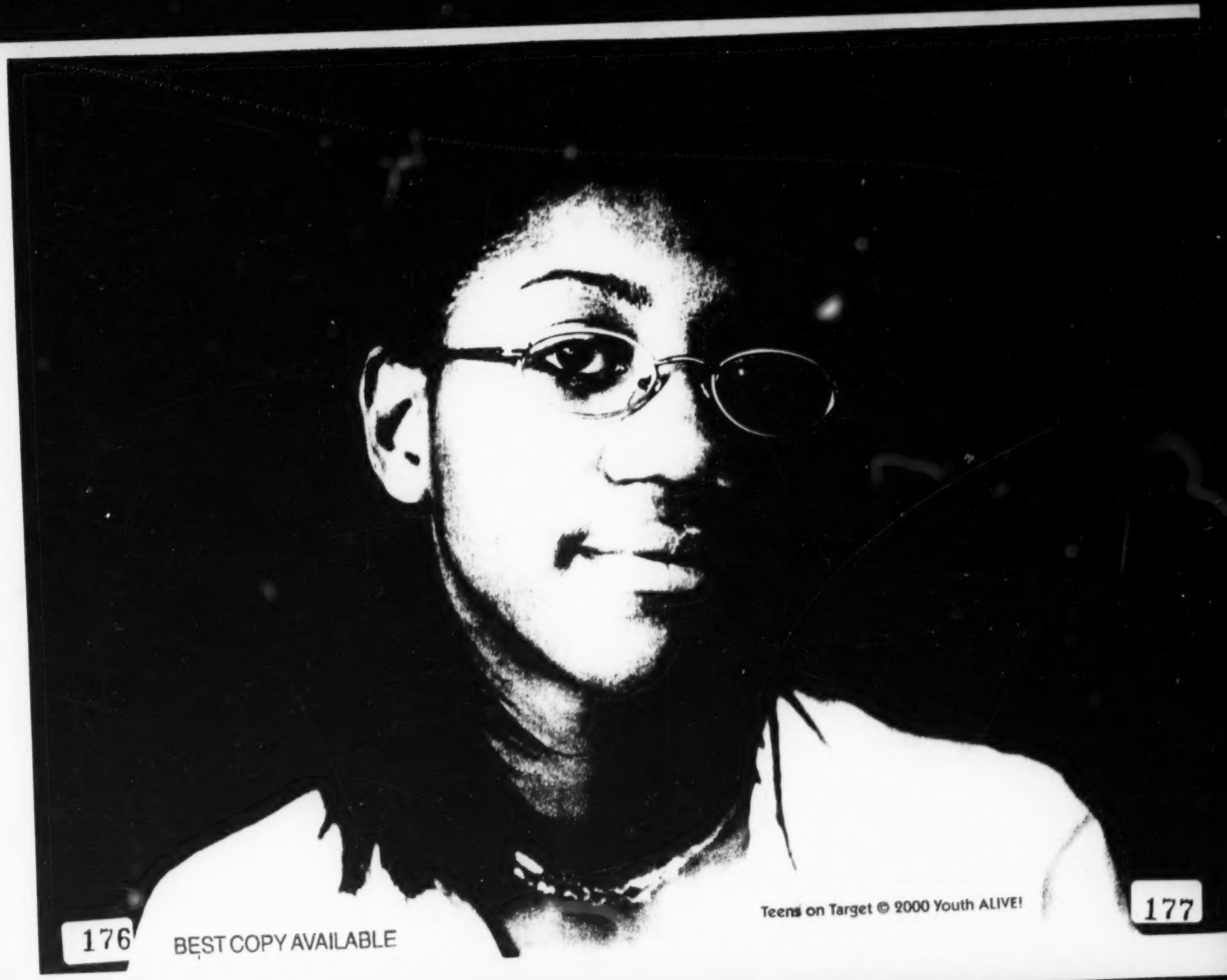

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Teens on Target

Violence Prevention Curriculum

for grades 6-12

written by
Marla G. Becker, MPH and Deane Calhoun, MA
with Teens on Target youth leaders

Youth ALIVE! is a private nonprofit agency dedicated to preventing violence and generating youth leadership in California communities. They recruit, train, and employ youth from violent neighborhoods to become "urban messengers"—to reach out, educate, and intervene with other students before violence happens.

Teens on Target is a six-session curriculum designed to be facilitated by peer educators or teachers within **middle or high school** classrooms. User friendly, step-by-step activities help students identify causes of violence, and things they can do to prevent violence. Also included are vibrant color photos of young people which represent the curriculum's "characters," youth-developed **handouts**, and a resource guide listing related videos and web sites.

A project of YOUTH ALIVE!

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